

UTC LEEDS PUPIL PREMIUM DEVELOPMENT PLAN

2018-19

DEVELOPMENT PLAN (2018-19)

Academy Details

Setting	UTC Leeds	Academic Year	2018-19		Dates this strategy will be internally reviewed:					
					T1	3 rd Dec	T2	25 th Feb	T3	1 st July
Total annual PP budget:	£48,114	Total N.O.R.	345	No. of PP on-roll (%)	88 (25.5)				PP No. Year 10	39
	£943 p/p			%age PP National	28.6				PP No. Year 11	32
Total annual CLA budget:	£2900			No. CLA on-roll	1				PP No. Post 16	17

* Funding based on number of PP students in 2017-18 ** FSM data from SFR20_2016_National_Tables (table 3a)

Attainment 2017-18				National Data		
Measure:	All students	Disadvantaged	Non-Disadvantaged	All students	Disadvantaged	Non-Disadvantaged
% achieving Grade 4+ in English and Maths	47%	35%	64%	64%	44.3%	71.2%
Attainment 8 score average	35.6	32.05	36.7	47.6	38.2	50.6

Key priorities for 2018-19

Progress towards targets (RAG)

1	Remove the progress and attainment gaps between PP and SEN(D) students and non-PP and non-SEN(D) students, including those attending alternative provision	T1	T2	T3
2	FTEs for PP and SEN(D) students are at national or below by the end of the 2018-19 academic year	T1	T2	T3
3	PA for PP and SEN(D) students to be National or better by the end of the 2018-19 academic year	T1	T2	T3

Analysis of PP Spending 2017-18

Curriculum	Cost	EEF Focus	Impact
Ensuring recruitment and retention of teachers in Mathematics and English and ensure that we deliver consistently good learning and teaching. Maintain a highly effective quality assurance programme that identifies underperformance and robustly tackles it. Work with Greenlight and utilise their maths and geography staff.	£24,000	EEF – Mastery Learning EEF– Giving quality feedback	Recruitment focus ensured that a successful second in maths was recruited and a maternity cover. This provided more stability in maths for Sept 2018. Maths progress for KS4 in 2018 was low and needs to be a focus this year. The effect of recruitment and intervention in English was more clear. This had a positive impact on closing the gap and improving the results of PP students. English gap in PP is -0.01
TAs (English) deliver small group intervention working with identified students	£1000	Small group tuition	Reading intervention provided by TA for students with a reading age lower than 10. BKSb data showed that 73% of students made at least one level of progress (entry levels).
One to one explicit vocabulary intervention (cross curricular) provided weekly for students with a reading age of 11-13	£0	Small group tuition	75% of students who attended this intervention improved their reading age by at least a year in the 9 month testing period
Reader programme with 6 th Form (books and staff oversight)	£0	Reading comprehension strategies; Individualised instruction	The average reading age progress for all students in year 11 was 1 year 3 months over the 9 month testing period. 82% of PP students made over one year's worth of progress with 7% of PP students making over two years progress in 9 months.
Year 10 and year 11 students attending extra English during option block time undertook entry level certificate qualification 'Step Up to English' (26 students)	£910	Interventions	81% of students passed the course in summer 2018 results.
All students in the college provided with a literacy book for record keeping of misspellings and raising literacy strategies	£46	Literacy	Students' mean SpAG score in July 2017 was 7. Students' mean SpAG score in Summer 2018 results was 8.5
Weekly 'SURF' - reading materials provided for all students once a week to enable reading widely across the curriculum	£400	Reading comprehension strategies	The average reading age progress for all students in year 11 was 1 year 3 months over the 9 month testing period.
Support to access learning opportunities			
Supporting families to provide opportunities outside the curriculum or to prevent hardship. This is support for transport, trips, revision materials, equipment, food and external agency contributions	£10,650	EEF Target group – All disadvantaged	Post 16 bursary was used to fund the cost of the Y12 Geography Cranedale trip for 50% of the students and as a result they are better prepared for the NEA in Y13. Travel passes were paid for Y10 students EK and KW. EK's attendance was 2.4% higher than her Y9 attendance as a result and KW's was 1.9% higher than his Y9 attendance. PP funding was also spent on two theatre trips to support the English Literature curriculum, which had a positive impact leading to a pp gap of -0.01
External session provided in creative writing by Andy Griffiths (Poet and Author)	£350	All disadvantaged	Students were identified with a very low entry score on English and as a result targeted for an intensive support session in creative writing with author, poet and rapper Andy Griffiths. The session was attended by all students studying English GCSE. In the summer a positive progress score (+0.28 APS) was achieved with help from this session

Purchase of revision materials	£430	Homework; Extending school time	30 Maths revision guides and calculators were purchased for Y11. The pupil premium gap in Maths for Y11 summer 2018 leavers was -0.31 which is lower than the national average
Sourcing of aspirational programmes linked to core subjects	£0	Aspiration interventions	98.1% of Year 11 students secured a position in Education, Employment or Training, upon leaving Year 11. Disadvantaged students benefited from careers sessions with Aspire Igen and were prioritised for completing interview preparation support and as a result 0% of Y11 summer 2018 pp leavers were NEET.
Holiday Revision Programmes to support pupils preparing for examination classes	£0	Small group tuition; Summer schools	All Y11 pp students were invited to attend revision sessions in February half term and the Easter holidays. Parents were contacted to ensure attendance at the sessions.
Summer School programme for Maths	£230	Summer schools	Year 11 students who had sat the Foundation paper in Maths attended college in July after leaving year 11 (post external exams) to undertake extra maths to enable them to access mathematics at Post 16. This had a positive impact on destinations for students who remained at the UTC for post 16, as they were better prepared to access Level 3 courses.
Targeted independent careers advice: A comprehensive programme of activities through years 10-11, culminates in focussed CEIAG in Year 11.	£0	Aspiration interventions	31 Year 11 students were PP. Their onward-destinations are as follows: 16% have secured apprenticeships and 29% have progressed to a 6 th form college and 52% have progressed to a college. 0% of the Y11 pp students are NEET. 42% of the Y11 pp students accessed the Into University programme, which has had a role in the high % of pp students progressing to a 6 th form college. Construction careers and resources workshop with Rob Wolfe (PP targeted) 1st May 2018. ASPIRE IGEN interviews and targeted career advice also took place for pp students on March 27th 2018.
Subsidised Field Trips	£2600	Small group tuition; Summer schools	Trips that were a part of subject courses were funded in full. For example, the Y11 Geography fieldtrip costs were paid in full for the Y11 pp students. The gap in attainment between pp and non pp in summer 2018 was -0.58 for Geography which is just above the national average.
Rewards activities for attendance	£700	Meta-cognition and self-regulation; Feedback; Behaviour interventions	Over the past two years, pp attendance has improved by 4.2% from 86.4% in 2016-17 to 90.6% in 2017-18. In the same period, non pp attendance improved by 0.87% from 91.2% to 92.07%.
Wex- Work Experience	£0	Aspiration interventions	100% of Year 11 pp students secured a position in Education, Employment or Training, upon leaving Year 11. as a result of effective work experience
Action focused on Social, emotional and behavioural issues			
Deliver a programme that supports students with their learning, socially and emotionally to modify their behaviour. We can purchase support materials and allocate staff time/resources to enrichment in an effort to underpin advances in social development.	£4670	EEF – Social and emotional learning Target group – Disadvantaged students in need of	The purchase of the JESS cluster support package provided support with these areas. 6 referrals of pp students were made to JESS Cluster in 2017-18 An example of a referral for a Y10 pp student- he received support through the counselling service Impact North. He has had 6 sessions which was initially made for his anger and poor behaviour at home and school. He is now able to react to situations in a calmer manner and has found the support he has received helpful. He accrued 130 behaviour

		social and emotional support	points in 17/18 and to date has only 13 points in 18/19. Another student had an art therapy course through JESS cluster at the end of 17/18 which has increased the student's confidence.
Mentor Programme / Student Counselling	£1500	Social and emotional learning; Behaviour interventions; Mentoring	9 pp students had regular mentoring with UTC staff in 17/18. 75% of the Y10 students who received this mentoring have improved attendance in 18/19 as a result (between 0.5% and 1.4% higher)
Actions focused on improving attendance			
Maximise attendance and commitment to learning through buying into local authority support package and dedicating staff time to improving attendance	£428	Target group – All disadvantaged	This package was purchased from Leeds council at the end of April 2018. The impact of this can be seen at the start of 18/19 as pp attendance is above national at 94.3%. The support package provided training around attendance procedures which enabled more robust attendance processes to be implemented at UTC Leeds at the end of 17/18
Breakfast Club during exam period	£200	Behaviour interventions; Parental involvement; Extending school time	Breakfast provided for all PP students on the morning of each English external exam, with revision. PP students were -0.01 behind their peers in the summer 2018 outcomes, compared to the whole school gap of -0.35
TOTAL:	£48,114		

**Projected Spending for PP 2018-19
(initial £48,114) £68,000 estimated**

Strategies focussing on: Outcomes in Attainment and Progress	Cost (£)	EEF focus	How will we measure impact?
Numeracy and Literacy intervention according to need and diagnostic assessment. Students entering Year 10 identified as not being 'secondary ready' or lower ability for literacy were placed on a programme of intervention that included: Read Write Inc. by Ruth Miskin and the Fresh Start programme.	£1800	Small group tuition	Progress checking points Data review Line management meetings
Targeted students for numeracy groups	£1050	Small group tuition	Progress checking points Data review
TA delivering small group and 1:1 intervention (Maths and English)	£4500	Small group tuition and One to one tuition	Progress checking points Data review SEND report
Literacy leader coordinates literacy programme	£800	Reading comprehension strategies	Impact on progress checks and English levels
TA (English) deliver small group intervention working with identified students	£6500	Small group tuition	Progress checking points Data review

6 th Form reader programme at KS4 (books and staff oversight)	£550	Reading comprehension strategies; Individualised instruction	Progress checking points Data review
Purchase of revision materials	£1250	Homework; Extending school time	Progress checking points Data review Exam grades /gap
Strategies focussing on: Physical, emotional and material well-being			
Breakfast Club	£2800	Behaviour interventions; Parental involvement; Extending school time	Attendance, student feedback
Links to RMAT Attendance Manager, KS leaders and pastoral teams prioritising attendance	£450	Behaviour interventions; Parental involvement	Attendance reports
AIP links for advice on behaviour and attendance issues	£800	Behaviour interventions	Behaviour reports on target students
Student Counselling (SEMH)	£1250	Social and emotional learning; Behaviour interventions; Mentoring	Attendance, student feedback
Rewards activities – support for those pupils who are consistently making progress and have good attendance	£4650	Meta-cognition and self-regulation; Feedback; Behaviour interventions	Attendance, student feedback, progress report
Summer School – resources and staffing	£1000	Summer schools	Grades on entry after GL asst
Funding for student hardship support (inc uniform purchase, food, travel etc)	£22,800	Social and emotional learning; Behaviour interventions, aspiration interventions, social aspects	
Strategies focussing on: Aspiration and expectation			
Partnership with ENUTC– Business & Careers engagement lead	£5500	Aspiration interventions	Careers advice, engineering scores for PP, destination data
Holiday Revision Programmes to support pupils preparing for examination classes	£600	Small group tuition; Summer schools	Progress checking points Data review Exam grades /gap
Assertive mentor programme and SLT Assertive mentor programme for high achieving students – provide support, guidance, academic and pastoral care	£1200	Meta-cognition and self-regulation; One to one tuition; Individualised instruction; Mentoring	Progress checking points Data review Exam grades /gap
Wex- Work Experience	£6500	Aspiration interventions	Careers advice, engineering scores for PP, destination data
Strategies focussing on: Social and cultural capital			
Wex- Work Experience	See above	Aspiration interventions, social aspects	Careers advice, engineering scores for PP, destination data
Targeted independent careers advice: A comprehensive programme of activities through years 10-13 culminates in focussed CEIAG.	£5500	Aspiration interventions, social aspects	Careers advice, engineering scores for PP, destination data
Support Student Counselling	£1300	Social and emotional learning; Behaviour interventions; Mentoring	Attendance, student feedback, progress checks
TOTAL:	£68,000		

Addressing our key priorities

(1.) Remove the progress and attainment gaps between PP and SEN(D) students and non-PP and non-SEN(D) students.

Effectiveness of leadership and management							
We'll be successful when... (the impact on school improvement)	Actions	EEF Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
There is a very close working relationship between the senior leaders responsible for the quality of teaching, learning and assessment, Progress and Personal Development Behaviour and Welfare. These leaders provide support and challenge to middle leaders in raising the expectations around the performance of PP and SEN(D) students.	<ul style="list-style-type: none"> Senior Leaders responsible for TL&A, Progress and PDBW have a co-ordinated approach. They oversee strategic calendar and ML file overview; milestones built in with a PP and SEN(D) focus. SLT line manage all middle leaders to ensure consistency of approach. Head Teacher meets with SLT members weekly to ensure appropriate challenge is being applied throughout school. 	Collaborative learning	EDE GWR ABE	<ul style="list-style-type: none"> There is consistency in terms of LM conversations across all departments. Student voice focussing on challenge. HT meets with SLT together each day. 			
KS4 Director works in a coordinated manner to ensure that the progress of PP and SEN(D) students is at least in line with national. They have high expectations of staff and students.	<ul style="list-style-type: none"> HoDs are provided with progress reports at each Progress Check and analyse these together with behaviour data. HoDs attend Progress Team meetings to ensure a coordinated approach to supporting progress. Disadvantaged students are a key focus of PT meetings. Members of SLT are shadowing an identified cohort of PP students to better understand learning diet and barriers. 	Behaviour interventions	OWI	<ul style="list-style-type: none"> HoDs can articulate in their LM meetings, what they are doing to support progress. HoDs actively contribute to PT meetings SLT report on PP shadowing 			
Senior Leaders understand the national as well as local picture regarding disadvantaged students. They have established links with providers recognised as being effective in improving outcomes for disadvantaged students	<ul style="list-style-type: none"> Use the training to review current plans and to implement whole-school training (disseminate). PP data and SEND discussed at all LM meetings. PP and SEND included in seating plans to identify needs and plan accordingly. 	Collaborative learning Aspiration interventions	SLT	<ul style="list-style-type: none"> Clear knowledge of PP and SEND in all departments and the needs are being met. Gaps are closing and addressed. 			
Quality of teaching, learning and assessment							
We'll be successful when... (the impact on school improvement)	Actions	EEF Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
All teachers plan effectively to cater for the needs of PP and SEN(D) students in particular. PP and SEN(D) students consistently experience activities that engage and challenge them.	<ul style="list-style-type: none"> The HoDs. ML File monitoring informs support needs for teachers. Typicality checks to refer to this area of focus. Monitor and evaluate differentiated materials. 	Meta-cognition and self-regulation Collaborative learning Outdoor adventure learning	GWR	<ul style="list-style-type: none"> Evidence of staff planning for progress and married to current data. Staff practice is improving as evidenced in typicality checks. 			

Teachers are better predictors of current working levels (against targets), which enables Middle and Senior Leaders to monitor progress more effectively and co-ordinate better-targeted intervention.	<ul style="list-style-type: none"> • HoDs work together to provide subject specific training in delivering specifications and levels to increase confidence. • There is an expectation that more teachers are examiners. <p>AP responsible for progress to explore ways of assisting teachers in predicting outcomes more accurately.</p>		SLT	<ul style="list-style-type: none"> • Departmental minutes, staff surveys following training. • Lesson observations. • Improved outcomes for students. 			
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Personal Development, Behaviour and Welfare

We'll be successful when... (the impact on school improvement)	Actions	EEF T&L Toolkit Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
Monitor the attendance at parents' evenings for families whose children are PP or have SEN(D), ensure the events are meaningful in terms of a dialogue between teachers and families about how best to support progress.	<ul style="list-style-type: none"> • KS4 and KS5 leads to use attendance data from previous parents' evenings to identify non-attenders and challenge more directly. Barriers to attendance identified and overcome where possible e.g. transport • Monitoring of staff appointments carried out by KS lead. • Clear guidance around expectations of conversations provided to staff. • Non-attendance challenged post event and follow-up meetings arranged with Senior and Middle Leaders. 	Parental involvement Behaviour interventions	OWI SWI	<ul style="list-style-type: none"> • Improved attendance at parents' evenings. • Parent voice indicates evenings are more valuable. • Improved communication between parents and students. 			
Students in all years are able to articulate where they are on a developmental journey; they know what their goals are and understand how to achieve them.	<ul style="list-style-type: none"> • Introduction of Employability Packs for students in Years 10 and 11 (trial) • PP and SEN(D) students are targeted for early CEAIG from Careers Advisor; Offsite students prioritised within this group. 	Meta-cognition and self-regulation Feedback Aspiration interventions	OWI SWI	<ul style="list-style-type: none"> • Students are able to articulate clearly where they are on their learning journey. • Ensures engagement with Mock Exam process. • NEET figures 			

Outcomes for students

We'll be successful when... (the impact on school improvement)	Actions	EEF Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
All stakeholders, but especially those linked to PP students or those with SEN(D), believe that the aspirational targets that are set for students are achievable. No students use the phrase ' <i>I only need a...</i> '	<ul style="list-style-type: none"> • At parents' evenings, including exam preparation evenings structured conversations take place to assist students and their families in understanding where targets are derived from. • HoYs and HoDs are led by SLT in ensuring that Growth Mindset is promoted in all conversations around progress and attainment. • CEAIG is provided to all year groups with a specific focus on careers, FE and HE. Parents/carers invited to all careers interviews 	Meta-cognition and self-regulation Feedback Aspiration interventions	OWI all SLT	<ul style="list-style-type: none"> • Parent and student voice. • Evident in lessons, tutor periods and through resources used. • Parental attendance at CEAIG interviews with LGM. 			

<p>The greater percentage of interventions targeted at PP students and those with SEN(D) in KS4 are for stretch and challenge and not just to meet targets.</p>	<ul style="list-style-type: none"> Careful monitoring and assessment of interventions (impact, time and cost) made by all departments. HoDs report this back to SLT. Director of KS4 and AP Data and progress monitor the impact and intervention. 	Behaviour interventions	ABE OWI	<ul style="list-style-type: none"> Minutes of PT meetings, Departmental meetings and LM meetings with HoDs. Director of KS3 becomes more able to challenge HoDs in relation to progress. 			
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(2.) *FTEs for PP and SEN(D) students are at national or below by the end of the 2018-19 academic year*

Effectiveness of leadership and management

We'll be successful when... (the impact on school improvement)	Actions	EEF Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
<p>The 'number of days lost to FTE' for PP students and those with SEN(D) is reduced through a combination of preventative work reducing incidents and the implementation of a more comprehensive education package for students to follow whilst serving an exclusion.</p>	<ul style="list-style-type: none"> KS leads will coordinate the distribution of resources and monitor the progress students make during absence. EDE and KS teams to overhaul work set for students during isolation; improved engagement and better deterrent re. isolation reduces moves to FTE. 	Behaviour interventions Digital technology	EDE OWI SWI	<ul style="list-style-type: none"> Work resources in isolation enable leaders to monitor progress. FTEs decline for all students but especially for PP and SEN(D). 			
<p>No students, including PP and those with SEN(D) are Fixed-term Excluded more than twice in a year (8 school days) and the number of students excluded from school is reduced.</p>	<ul style="list-style-type: none"> Continue to apply Behaviour policy consistently. Reasonable Adjustments Log formalises support for SEN(D) students. SEN(D) Concern forms raised at first FTE and SEN(D) Referral forms raised at second FTE. Introduction of PP Concern forms. FTE Review meetings conducted each week: Pastoral Senior and Middle Leaders and SENCo. 'Isolation Exit' and return from FTE meetings focus on behaviour choices and self-regulation. 	Behaviour interventions Meta-cognition and self-regulation Feedback	EDE OWI SWI	<ul style="list-style-type: none"> SEN(D) Concern and Referral forms. Review paperwork and interventions they trigger. Admin records. Decline in repeat offences for isolation and FTEs 			

Quality of teaching, learning and assessment

We'll be successful when... (the impact on school improvement)	Actions	EEF Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
<p>Subject and pastoral leaders work together to create and update a comprehensive curriculum model that can be accessed by students, including PP and those with SEN(D) who are temporarily based off-site (alt provision, FTE, medical etc.)</p>	<ul style="list-style-type: none"> DP in meeting with HoDs to develop pathways matched to each department's curriculum. Pathways are differentiated to cater for students of all ages and ability 	Behaviour interventions Digital technology	MLs EDE OWI SWI	<ul style="list-style-type: none"> More students complete work whilst not in school. Attendance records 			

The quality of the diet that students receive in a majority of mainstream lessons increases engagement.	<ul style="list-style-type: none"> • HoDs ML File monitoring informs support needs for teachers. • KS4 Director works with HoDs to ensure key concepts of employability skills are featured in all subject lessons both explicitly and implicitly. 	Meta-cognition and self-regulation Feedback Collaborative learning	GWR	<ul style="list-style-type: none"> • ML file overview • Effective implementation of Schlechty scales. • Employability skills embedded across school 			
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Personal Development, Behaviour and Welfare

We'll be successful when... (the impact on school improvement)	Actions	EEF Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
Targeted pastoral interventions, delivered in-line with the behaviour policy including external agencies through the Cluster, reduce the number of students whose behaviour escalates beyond isolation to low single figures per half term.	<ul style="list-style-type: none"> • Continue to apply the behaviour policy consistently. • DP for PDBW oversees the use of a tiered approach to intervention, including referrals to external agencies. • FTE Review meetings conducted each when appropriate: Pastoral Senior and Middle Leaders and SENCo. • 'Isolation Exit' and return from FTE meetings focus on behaviour choices and self-regulation. KS4 Director to conduct the meetings along with PEL. 	Behaviour interventions Meta-cognition and self-regulation	EDE SWI OWI SEL PEL LDE	<ul style="list-style-type: none"> • Fewer days lost to FTEs • Students who require support for behavioural issues are identified as early as possible and assigned to appropriate intervention. 			
No PP students or those with SEN(D) in Key Stage 4, are FTEd from school as a result of effective intervention and support.	<ul style="list-style-type: none"> • Continue to apply behaviour policy consistently. • Revised and improved Transition programme ensures Y10 students and families clearly understand expectations and behaviour policy prior to arrival. • Work with Cluster to provide a more comprehensive and better-costed menu of alternative provision for KS4 students in particular. • DP for PDBW to continue to have a lead role in the direction that Alternative Provision takes over the next 12-18 months. 	Behaviour interventions Small group tuition Parental involvement Social and emotional learning	EDE OWI PEL	<ul style="list-style-type: none"> • FTE figures for PP students in Years 10 and 11 • FTEs and other sanctions decline in number from Year 7 to Year 9. 			

Outcomes for students

We'll be successful when... (the impact on school improvement)	Actions	EEF Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
At the end of Year 11, progress for PP students and those with SEN(D) who have been FTEd from school is at or better than national.	<ul style="list-style-type: none"> • At each progress check, data for students that have been FTEd is analysed by, KSD and AP Data, and where progress is lower than expected, interventions are agreed at Progress Team meetings and reviewed at next PC. 	Behaviour interventions Parental involvement Small group tuition	OWI EDE ABU	<ul style="list-style-type: none"> • ML file overview • Progress team minutes. • Improved levels of progress for students who have been FTE. 			

PP students and those with SEN(D) who have been FTEd from school continue to make expected progress within each academic year.	<ul style="list-style-type: none"> Senior and Pastoral leaders oversee small group catch-up sessions after school for students in KS4. These focus on bridging gaps in skills and knowledge derived from FTEs 	Behaviour interventions Parental involvement Small group tuition	SEL EDE SWI OWI	<ul style="list-style-type: none"> Attendance to sessions. Impact of sessions on student progress. 		
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(3.) PA for PP and SEN(D) students to be National or better by the end of the 2018-19 academic year

Effectiveness of leadership and management

We'll be successful when... (the impact on school improvement)	Actions	EEF Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
Programmes including those for attendance and the safeguarding systems in school ensure that students are equipped to overcome challenges and feel supported in doing so.	<ul style="list-style-type: none"> The views of disadvantaged students are particularly considered when decisions are made about types/venues of reward ML file monitoring to focus specifically on employability skills and increasingly show attention to PP and SEND as well as HAPs in these areas. Staff training identifies how and why students should be kept safe in lessons and out of the college. Assemblies recognise the hard work of students and attendance. 	Behaviour interventions Feedback	EDE SWI OWI LDE PEL	<ul style="list-style-type: none"> Progress team minutes, line managers meeting minutes. School website to showcase assemblies. 			
Senior and middle leaders are acutely aware of the barriers to attendance faced by PP students and those with SEN(D). Interventions are differentiated by barrier in order that 'absence creep' is prevented, particularly for those with a history of poor attendance.	<ul style="list-style-type: none"> Formal review meetings between DP/KSD, Cluster and Focus Training take place every HT for students based in Work Experience placements. These meetings are used to target placements at risk of breaking down. Monday briefing focuses on PA students Careers Advisor works with the PA cohort to provide better guidance as to next steps. 	Behaviour interventions Meta-cognition and self-regulation	SEL EDE	<ul style="list-style-type: none"> PP students continue to show progressive engagement with new new attendance procedures and maintain attendance percentages in line with all other students. 			

Quality of teaching, learning and assessment

We'll be successful when... (the impact on school improvement)	Actions	EEF Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
Teachers are effective in making the expectation of students that all work missed during an absence is completed to an acceptable standard and within an agreed time frame.	<ul style="list-style-type: none"> The 'Return from Absence' system is better embedded with teachers so that they are clear about the expectations being made of them; all students should require work to catch-up. Teachers' planning includes the expectation that they are planning to include absentees. Resources that can be issued to assist in catching up, need to be developed. 		All SLT	<ul style="list-style-type: none"> Red file evidence from subject leaders' meetings. Reduction in student absences and improvement of progress. 			

<p>Absences are challenged by all teachers on a first day return and subject-specific conversations regarding attendance feature in all staff-student-family conversations about progress with individual subject teachers.</p>	<ul style="list-style-type: none"> • Introduce the attendance figures to screens in college to broaden the ownership over absence and challenge to PTs. • At parents' evenings, including exam preparation evenings structured conversations take place to expressly include the impact of absence on progress at a subject level .eg. '<i>your absence to date is the equivalent of -0.5 of a level</i>'. 	<p>Behaviour interventions</p> <p>Meta-cognition and self-regulation</p> <p>Parental involvement</p>	<p>EDE SWI OWI</p>	<ul style="list-style-type: none"> • Parent/Carer feedback forms. • Student voice. 			
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Personal Development, Behaviour and Welfare

We'll be successful when... (the impact on school improvement)	Actions	EEF Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
<p>Students have attendance that is at least in line with national; they are prioritised for daily absence challenge visits.</p>	<ul style="list-style-type: none"> • Pastoral staff conduct home visits to students in PA as a priority only superseded by safeguarding visits. • Attendance rewards programme (badges). • Formal review meetings between KSDs, Cluster 	<p>Behaviour interventions</p>	<p>EDE OWI SWI</p>	<p>Attendance in line with national or better. More students on rewards.</p>			
<p>PP students and those with SEN(D) are no less able to articulate where they are on a developmental journey than their peers in mainstream are; they know what their goals are and understand how to achieve them.</p>	<ul style="list-style-type: none"> • Introduction of Employability passport for students in Years 10 and 11 (trial); students receive core guidance about progress. • PP and SEN(D) students are targeted for early CEAIG from Careers Advisor; Offsite students prioritised within this group. 	<p>Meta-cognition and self-regulation</p> <p>Feedback</p> <p>Aspiration interventions</p>	<p>SEL</p>	<ul style="list-style-type: none"> • Recorded meetings with LGM • Number of offsite students moving on to further education pathways. • Student voice surveys 			

Outcomes for students

We'll be successful when... (the impact on school improvement)	Actions	EEF Focus	Lead	How can we evidence the impact?	T 1	T 2	T 3
<p>At the end of Year 11, progress for PP students and those with SEN(D) who have attendance between 80% and 90% is in-line with national.</p>	<ul style="list-style-type: none"> • At each progress check, data for students that have attendance within this range is analysed by KSDs. Where progress is lower than expected, interventions are agreed at Progress Team meetings and reviewed at next PC. 	<p>Behaviour interventions</p> <p>Parental involvement</p> <p>Small group tuition</p>	<p>OWI</p>	<ul style="list-style-type: none"> • Line managers' meetings • SLT meeting minutes. 			
<p>All PP and SEN(D) students whose attendance is below 90%, know what they want to do post 16 and understand what their next steps are. They all secure an immediate onward destination when they leave school.</p>	<ul style="list-style-type: none"> • PP and SEN(D) students are targeted for early CEAIG from Careers Advisor; Offsite students prioritised within this group. 	<p>Aspiration interventions</p> <p>Meta-cognition and self-regulation</p>	<p>OWI SWI</p>	<ul style="list-style-type: none"> • NEET figures. 			

The Sutton Trust, EEF Teaching and Learning Toolkit

EEF T&L Toolkit Focus	Cost	Evidence strength	Impact (months)	Summary
1. Meta-cognition and self-regulation	£	□□□□	+8	High impact for very low cost, based on extensive evidence
2. Feedback	£	□□□	+8	High impact for very low cost, based on moderate evidence
3. Collaborative learning	£	□□□□	+5	Moderate impact for very low cost, based on extensive evidence
4. Early years intervention	£££££	□□□□	+5	Moderate impact for very high cost, based on extensive evidence
5. One to one tuition	££££	□□□□	+5	Moderate impact for high cost, based on extensive evidence
6. Oral language interventions	£	□□□□	+5	Moderate impact for very low cost, based on extensive evidence
7. Peer tutoring	£	□□□□	+5	Moderate impact for very low cost, based on extensive evidence
8. Reading comprehension strategies	£	□□□□	+5	Moderate impact for very low cost, based on extensive evidence
9. Homework	£	□□□	+5	Moderate impact for very low cost, based on moderate evidence
10. Mastery learning	£	□□□	+5	Moderate impact for very low cost, based on moderate evidence
11. Phonics	£	□□□□□	+4	Moderate impact for very low cost, based on extensive evidence
12. Digital technology	£££	□□□□	+4	Moderate impact for moderate cost, based on extensive evidence
13. Social and emotional learning	£££	□□□□	+4	Moderate impact for moderate cost, based on extensive evidence
14. Outdoor adventure learning	£££	□□□	+4	Moderate impact for moderate cost, based on moderate evidence
15. Small group tuition	£££	□□	+4	Moderate impact for moderate cost, based on limited evidence
16. Behaviour interventions	£££	□□□□	+3	Moderate impact for moderate cost, based on extensive evidence
17. Individualised instruction	£	□□□	+3	Moderate impact for very low cost, based on moderate evidence
18. Parental involvement	£££	□□□	+3	Moderate impact for moderate cost, based on moderate evidence

19.Reducing class size	££££	△△△	+3	Moderate impact for high cost, based on moderate evidence
20.Summer schools	£££	△△△△	+2	Low impact for moderate cost, based on extensive evidence
21.Arts participation	££	△△△	+2	Low impact for low cost, based on moderate evidence
22.Extending school time	£££	△△△	+2	Low impact for moderate cost, based on moderate evidence
23.Learning styles	£	△△	+2	Low impact for very low cost, based on limited evidence
24.Sports participation	£££	△△	+2	Low impact for moderate cost, based on limited evidence
25.Mentoring	£££	△△△	+1	Low impact for moderate cost, based on moderate evidence
26.Performance pay	££	△△	+1	Low impact for low cost, based on limited evidence
27.Teaching assistants	££££	△△	+1	Low impact for high cost, based on limited evidence
28.Block scheduling	£	△△	0	Very low or no impact for moderate cost, based on very limited evidence
29.Aspiration interventions	£££	△	0	Very low or no impact for moderate cost, based on very limited evidence
30.Built environment	££	△	0	Very low or no impact for moderate cost, based on very limited evidence
31.School uniform	£	△	0	Very low or no impact for very low cost, based on very limited evidence
32.Setting or streaming	£	△△△	-1	Negative impact for very low cost, based on moderate evidence
33.Repeating a year	£££££	△△△	-4	Negative impact for very high cost, based on moderate evidence