

# UTC LEEDS PUPIL PREMIUM DEVELOPMENT PLAN

2019-20

# DEVELOPMENT PLAN (2019-20)

Academy Details											
Setting	UTC Leeds	Academic Year	2019-20	Dates this strategy will be internally reviewed:							
				T1	3 <sup>rd</sup> Dec	T2	25 <sup>th</sup> Feb	T3	7 <sup>th</sup> July		
Total annual PP budget:	<b>£63,580</b>	Total N.O.R.	<b>300</b>	No. of PP on-roll (%)	<b>76 (25.33)</b>					PP No. Year 10	<b>30</b>
	£935 p/p			%age PP National	<b>28.6</b>					PP No. Year 11	<b>35</b>
Total annual CLA budget:	<b>£2300</b>			No. CLA on-roll	<b>1</b>					PP No. Post 16	<b>11</b>

\* Funding based on number of PP students in 2018-19 \*\* FSM data from SFR20\_2016\_National\_Tables (table 3a)

Attainment 2018-19				National Data		
Measure:	All students	Disadvantaged	Non-Disadvantaged	All students	Disadvantaged	Non-Disadvantaged
% achieving Grade 4+ in English and Maths	55.77%	46.88%	59.38%	64%	44.3%	71.2%
Expected from baseline (KS2)	-0.09	-0.13	-0.06	(0.00)	-0.39	+0.12

Key priorities for 2019-20		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 2019-20 academic year	T1	T2	T3
3	PA for PP and SEN(D) students to be at national or better by the end of the 2019-20 academic year	T1	T2	T3

## Analysis of PP Spending 2018-19

Curriculum	Cost	EEF Focus	Impact
One to one explicit vocabulary intervention (cross curricular) provided weekly for students with a reading age of 11-13	£0	Small group tuition	80% 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 <sup>th</sup> 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 1 month over the 9 month testing period. 80% of PP students made over one year's worth of progress with 8% of PP students making over two years progress in 9 months.
Year 10 PP students attending extra English during option block time undertook entry level certificate qualification 'Step Up to English' (12 students)	£1161	Interventions	100% of students passed the course in summer 2019 results.
All students in the college provided with planner for to aid organisation and completion of homework	£1400	Homework	Progress has improved in all subject areas
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 1 month over the 9 month testing period.
Intervention provided through The Tutor Trust for all year 11 students projected below baseline in maths and/or English	£1000	Small group tuition	73% of students achieved their baseline in the summer 2019 results following this intervention
All year 10 PP students completed a project with Leeds University on a maths challenge	£589	EEF target group	Year 10 assessment data ongoing (Nov 2019). Progress checks to confirm.
Timetable altered to enable all students to engage in Tuesday morning intervention	£0	Small group tuition	Progress have improved in all areas
Membership to the LLP to keep abreast of curriculum and T&L developments	£4250	Curriculum	Progress has improved in all areas
Collaborate with the RMAT to ensure more accurate predictions and thus more intuitive interventions	£0	Curriculum	Predictions were much more in line with actuals, with almost all subjects being within 5-10% accuracy
<b>Support to access learning opportunities</b>			
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	£15,650	EEF Target group – All disadvantaged	Attendance improved greatly in 2018-2019 with final attendance rate being 95 increased from 91% (2018)
Theatre trip tickets and travel for all year 10 and all year 11 PP students provided	£3264	All disadvantaged	Two theatre trips to support the English Literature curriculum, which had a positive impact leading to a pp gap of -0.37 (below national)
Purchase of revision materials	£430	Homework; Extending school time	All PP students in year 11 were provided with a revision guide for every subject they take. Whole college PP gaps in 2018-2019 is 0.61

Sourcing of aspirational programmes linked to core subjects	£0*	Aspiration interventions	99% of Year 11 students secured a position in Education, Employment or Training, upon leaving Year 11. Disadvantaged students benefited from careers sessions with careers advisor and were prioritised for completing interview preparation support and as a result 0% of Y11 summer 2018 pp leavers were NEET.) *Linked cost to careers advisor.
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.
Targeted independent careers advice: A comprehensive programme of activities through years 10-11, culminates in focussed CEIAG in Year 11. Independent careers advisor appointed.	£11,000*	Aspiration interventions	32 Year 11 students were PP. 0% of the Y11 pp students are NEET. *Linked cost.
Subsidised Field Trips	£2600	Small group tuition; Summer schools	Trips that were a part of subject courses were funded in full.
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
<b>Action focused on Social, emotional and behavioural issues</b>			
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 social and emotional support	The purchase of the JESS cluster support package provided support with these areas. 23 referrals of pp students were made to JESS Cluster in 2018-19.
Mentor Programme / Student Counselling	£1500	Social and emotional learning; Behaviour interventions; Mentoring	14 students had regular mentoring with UTC staff in 18/19.
<b>Actions focused on improving attendance</b>			
Breakfast Club during exam period	£200	Behaviour interventions; Parental involvement; Extending school time	Breakfast provided for all PP students on the morning of each external GCSE exam, with revision. PP students were 0.61 behind their peers in the summer 2019 outcomes. This is below national figures.
<b>TOTAL:</b>	<b>£48,114</b>		

**Projected spending for PP 2019-20  
(initial £65,880)**

<b>Strategies focussing on: Outcomes in Attainment and Progress</b>	<b>Cost (£)</b>	<b>EEF focus</b>	<b>How will we measure impact?</b>
Targeted students for numeracy and literacy 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 <sup>th</sup> 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
Wave 2 intervention with the Tutor Trust for students below BL in maths and English	£1000	Small group tuition	Progress checking points Data review SEND report
College membership to the LLP	£4250	Curriculum expertise	Progress checking points Data review SEND report
Support from RMAT	£0	Curriculum expertise	Progress checking points Data review SEND report
<b>Strategies focussing on: Physical, emotional and material well-being</b>			
Breakfast Club	<b>£2800</b>	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
Funding for student hardship support (inc uniform purchase, food, travel etc)	£11,800	Social and emotional learning; Behaviour interventions, aspiration interventions, social aspects	Student feedback
<b>Strategies focussing on: Aspiration and expectation</b>			
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 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	£4100	Aspiration interventions	Careers advice, engineering scores for PP, destination data
<b>Strategies focussing on: Social and cultural capital</b>			
Wex- Work Experience	See above	Aspiration interventions, social aspects	Careers advice, engineering scores for PP, destination data
A comprehensive programme of careers activities through years 10-13 culminates in focussed CEIAG	£5500	Aspiration interventions, social aspects	Careers advice, engineering scores for PP, destination data
Independent careers advisor employed to offer careers guidance	£8880	Aspiration interventions, social aspects	Careers advice, destination data
Support Student Counselling	£2300	Social and emotional learning; Behaviour interventions; Mentoring	Attendance, student feedback, progress checks
Theatre trip tickets provided for all PP students	£800	Cultural capital	
<b>TOTAL:</b>	<b>£65,880</b>		

## 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"> <li>Senior Leaders responsible for TL&amp;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.</li> <li>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.</li> </ul>	Collaborative learning	GWR ABU	<ul style="list-style-type: none"> <li>There is consistency in terms of LM conversations across all departments.</li> <li>Student voice focussing on challenge.</li> <li>HT meets with SLT together each day.</li> </ul>			
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"> <li>HoDs are provided with progress reports at each Progress Check and analyse these together with behaviour data.</li> <li>HoDs attend Progress Team meetings to ensure a coordinated approach to supporting progress.</li> <li>Disadvantaged students are a key focus of PT meetings.</li> </ul>	Behaviour interventions	TSM	<ul style="list-style-type: none"> <li>HoDs can articulate in their LM meetings, what they are doing to support progress.</li> <li>HoDs actively contribute to PT meetings</li> <li>SLT report on PP shadowing</li> </ul>			

	<ul style="list-style-type: none"> <li>Members of SLT are shadowing an identified cohort of PP students to better understand learning diet and barriers.</li> </ul>						
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"> <li>Use the training to review current plans and to implement whole-school training (disseminate).</li> <li>PP data and SEND discussed at all LM meetings. PP and SEND included in seating plans to identify needs and plan accordingly.</li> </ul>	Collaborative learning Aspiration interventions	SLT	<ul style="list-style-type: none"> <li>Clear knowledge of PP and SEND in all departments and the needs are being met.</li> <li>Gaps are closing and addressed.</li> </ul>			

### 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"> <li>The HoDs. ML File monitoring informs support needs for teachers.</li> <li>Typicality checks to refer to this area of focus.</li> <li>Monitor and evaluate differentiated materials.</li> </ul>	Meta-cognition and self-regulation  Collaborative learning  Outdoor adventure learning	GWR	<ul style="list-style-type: none"> <li>Evidence of staff planning for progress and married to current data.</li> <li>Staff practice is improving as evidenced in typicality checks.</li> </ul>			
Teachers continue to be 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"> <li>HoDs work together to provide subject specific training in delivering specifications and levels to increase confidence.</li> <li>There is an expectation that more teachers are examiners.</li> </ul> <p>AP responsible for progress to explore ways of assisting teachers in predicting outcomes more accurately.</p>		GWR	<ul style="list-style-type: none"> <li>Departmental minutes, staff surveys following training.</li> <li>Lesson observations.</li> <li>Improved outcomes for students.</li> </ul>			

### 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"> <li>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</li> <li>Monitoring of staff appointments carried out by KS lead.</li> <li>Clear guidance around expectations of conversations provided to staff.</li> <li>Non-attendance challenged post event and follow-up meetings arranged with Senior and Middle Leaders.</li> </ul>	Parental involvement  Behaviour interventions	TSM NCO	<ul style="list-style-type: none"> <li>Improved attendance at parents' evenings.</li> <li>Parent voice indicates evenings are more valuable.</li> <li>Improved communication between parents and students.</li> </ul>			

<p>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.</p>	<ul style="list-style-type: none"> <li>• Introduction of Employability Packs for students in Years 10 and 11 (trial)</li> <li>• PP and SEN(D) students are targeted for early CEAIG from Careers Advisor; Offsite students prioritised within this group.</li> </ul>	<p>Meta-cognition and self-regulation</p> <p>Feedback</p> <p>Aspiration interventions</p>	<p>TSM NCO</p>	<ul style="list-style-type: none"> <li>• Students are able to articulate clearly where they are on their learning journey.</li> <li>• Ensures engagement with Mock Exam process.</li> <li>• 0.9% NEET (1 student for medical reasons)</li> </ul>			
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## 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>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>'</p>	<ul style="list-style-type: none"> <li>• At parents' evenings, including exam preparation evenings structured conversations take place to assist students and their families in understanding where targets are derived from.</li> <li>• HoYs and HoDs are led by SLT in ensuring that Growth Mindset is promoted in all conversations around progress and attainment.</li> <li>• CEAIG is provided to all year groups with a specific focus on careers, FE and HE. Parents/carers invited to all careers interviews</li> </ul>	<p>Meta-cognition and self-regulation</p> <p>Feedback</p> <p>Aspiration interventions</p>	<p>TSM all SLT</p>	<ul style="list-style-type: none"> <li>• Parent and student voice.</li> <li>• Evident in lessons, tutor periods and through resources used.</li> <li>• Parental attendance at CEAIG interviews with LGM.</li> </ul>			
<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"> <li>• Careful monitoring and assessment of interventions (impact, time and cost) made by all departments. HoDs report this back to SLT.</li> <li>• Director of KS4 and AP Data and progress monitor the impact and intervention.</li> </ul>	<p>Behaviour interventions</p>	<p>ABE TSM</p>	<ul style="list-style-type: none"> <li>• Minutes of PT meetings, Departmental meetings and LM meetings with HoDs.</li> <li>• Director of KS4 becomes more able to challenge HoDs in relation to progress.</li> </ul>			



(2.) FTEs for PP and SEN(D) students are at national or below by the end of the 2019-20 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
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.	<ul style="list-style-type: none"> <li>KS leads will coordinate the distribution of resources and monitor the progress students make during absence.</li> <li>EDE and KS teams to overhaul work set for students during isolation; improved engagement and better deterrent re. Isolation reduces moves to FTE.</li> </ul>	Behaviour interventions  Digital technology	TSM NCO	<ul style="list-style-type: none"> <li>Work resources in isolation enable leaders to monitor progress.</li> <li>FTEs decline for all students but especially for PP and SEN(D).</li> </ul>			
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.	<ul style="list-style-type: none"> <li>Continue to apply Behaviour policy consistently.</li> <li>Reasonable Adjustments Log formalises support for SEN(D) students.</li> <li>SEN(D) Concern forms raised at first FTE and SEN(D) Referral forms raised at second FTE. Introduction of PP Concern forms.</li> <li>FTE Review meetings conducted each week: Pastoral Senior and Middle Leaders and SENCo.</li> <li>'Isolation Exit' and return from FTE meetings focus on behaviour choices and self-regulation.</li> </ul>	Behaviour interventions  Meta-cognition and self-regulation  Feedback	TSM NCO	<ul style="list-style-type: none"> <li>SEN(D) Concern and Referral forms.</li> <li>Review paperwork and interventions they trigger.</li> <li>Admin records.</li> <li>Decline in repeat offences for isolation and FTEs</li> </ul>			
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
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.)	<ul style="list-style-type: none"> <li>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</li> </ul>	Behaviour interventions  Digital technology	GWR MLs TSM SEL	<ul style="list-style-type: none"> <li>More students complete work whilst not in school.</li> <li>Attendance records</li> </ul>			
The quality of the diet that students receive in a majority of mainstream lessons increases engagement.	<ul style="list-style-type: none"> <li>HoDs ML File monitoring informs support needs for teachers.</li> <li>KS4 Director works with HoDs to ensure key concepts of employability skills are featured in all subject lessons both explicitly and implicitly.</li> </ul>	Meta-cognition and self-regulation  Feedback  Collaborative learning	GWR	<ul style="list-style-type: none"> <li>MI file overview</li> <li>Effective implementation of Schlechty scales.</li> <li>Employability skills embedded across school</li> </ul>			

## 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"> <li>Continue to apply the behaviour policy consistently.</li> <li>DP for PDBW oversees the use of a tiered approach to intervention, including referrals to external agencies.</li> <li>FTE Review meetings conducted each when appropriate: Pastoral Senior and Middle Leaders and SENCo.</li> <li>'Isolation Exit' and return from FTE meetings focus on behaviour choices and self-regulation. KS4 Director to conduct the meetings along with PEL.</li> </ul>	Behaviour interventions  Meta-cognition and self-regulation	TSM NCO SEL PEL CPA	<ul style="list-style-type: none"> <li>Fewer days lost to FTEs</li> <li>Students who require support for behavioural issues are identified as early as possible and assigned to appropriate intervention.</li> </ul>			
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"> <li>Continue to apply behaviour policy consistently.</li> <li>Revised and improved Transition programme ensures Y10 students and families clearly understand expectations and behaviour policy prior to arrival.</li> <li>Work with Cluster to provide a more comprehensive and better-costed menu of alternative provision for KS4 students in particular.</li> <li>DP for PDBW to continue to have a lead role in the direction that Alternative Provision takes over the next 12-18 months.</li> </ul>	Behaviour interventions  Small group tuition  Parental involvement  Social and emotional learning	TSM CPA	<ul style="list-style-type: none"> <li>FTE figures for PP students in Years 10 and 11</li> <li>FTEs and other sanctions decline in number from Year 7 to Year 9.</li> </ul>			

## 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"> <li>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.</li> </ul>	Behaviour interventions  Parental involvement  Small group tuition	ABE TSM	<ul style="list-style-type: none"> <li>ML file overview</li> <li>Progress team minutes.</li> <li>Improved levels of progress for students who have been FTE.</li> </ul>			
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"> <li>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</li> </ul>	Behaviour interventions  Parental involvement  Small group tuition	SEL TSM	<ul style="list-style-type: none"> <li>Attendance to sessions.</li> <li>Impact of sessions on student progress.</li> </ul>			

(3.) PA for PP and SEN(D) students to be National or better by the end of the 2019-20 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"> <li>The views of disadvantaged students are particularly considered when decisions are made about types/venues of reward</li> <li>ML file monitoring to focus specifically on employability skills and increasingly show attention to PP and SEND as well as HAPs in these areas.</li> <li>Staff training identifies how and why students should be kept safe in lessons and out of the college.</li> <li>Assemblies recognise the hard work of students and attendance.</li> </ul>	<p>Behaviour interventions</p> <p>Feedback</p>	NCO TSM CPA PEL	<ul style="list-style-type: none"> <li>Progress team minutes, line managers meeting minutes.</li> <li>School website to showcase assemblies.</li> </ul>			
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"> <li>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.</li> <li>Monday briefing focuses on PA students</li> <li>Careers Advisor works with the PA cohort to provide better guidance as to next steps.</li> </ul>	<p>Behaviour interventions</p> <p>Meta-cognition and self-regulation</p>	TSM CPA	<ul style="list-style-type: none"> <li>PP students continue to show progressive engagement with new attendance procedures and maintain attendance percentages in line with all other students.</li> </ul>			
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"> <li>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.</li> <li>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.</li> </ul>		All SLT	<ul style="list-style-type: none"> <li>Red file evidence from subject leaders' meetings.</li> <li>Reduction in student absences and improvement of progress.</li> </ul>			

<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"> <li>• Introduce the attendance figures to screens in college to broaden the ownership over absence and challenge to PTs.</li> <li>• 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>'.</li> </ul>	<p>Behaviour interventions</p> <p>Meta-cognition and self-regulation</p> <p>Parental involvement</p>	<p>TSM NCO</p>	<ul style="list-style-type: none"> <li>• Parent/Carer feedback forms.</li> <li>• Student voice.</li> </ul>			
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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"> <li>• Pastoral staff conduct home visits to students in PA as a priority only superseded by safeguarding visits.</li> <li>• Attendance rewards programme (badges).</li> <li>• Formal review meetings between KSDs, Cluster</li> </ul>	<p>Behaviour interventions</p>	<p>TSM NCO</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"> <li>• Introduction of Employability passport for students in Years 10 and 11 (trial); students receive core guidance about progress.</li> <li>• PP and SEN(D) students are targeted for early CEAIG from Careers Advisor; Offsite students prioritised within this group.</li> </ul>	<p>Meta-cognition and self-regulation</p> <p>Feedback</p> <p>Aspiration interventions</p>	<p>GWR</p>	<ul style="list-style-type: none"> <li>• Recorded meetings with LGM</li> <li>• Number of offsite students moving on to further education pathways.</li> <li>• Student voice surveys</li> </ul>			

## 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"> <li>• 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.</li> </ul>	<p>Behaviour interventions</p> <p>Parental involvement</p> <p>Small group tuition</p>	<p>SLT</p>	<ul style="list-style-type: none"> <li>• Line managers' meetings</li> <li>• SLT meeting minutes.</li> </ul>			
<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"> <li>• PP and SEN(D) students are targeted for early CEAIG from Careers Advisor; Offsite students prioritised within this group.</li> </ul>	<p>Aspiration interventions</p> <p>Meta-cognition and self-regulation</p>	<p>TSM</p>	<ul style="list-style-type: none"> <li>• 0.9% NEET (1 student for medical reasons)</li> </ul>			

## 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