

# UTC LEEDS PUPIL PREMIUM DEVELOPMENT PLAN

2020-21

# OVERVIEW

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.

Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

Schools get £935 for every secondary age pupil who claims free school meals, or who has claimed free school meals in the last 6 years.

Schools get £2,300 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

## DEVELOPMENT PLAN (2020-21)

| Academy Details           |                |               |            |  |                 |                |                      |    |
|---------------------------|----------------|---------------|------------|--|-----------------|----------------|----------------------|----|
| Setting                   | UTC Leeds      | Academic Year | 2020-21    | Dates this strategy will be internally reviewed: |                 |                |                      |    |
|                           |                |               |            | T1   | 4th Dec         | T2             | 26 <sup>th</sup> Feb | T3 |
| Total annual PP budget:   | <b>£58,255</b> | Total N.O.R.  | <b>333</b> | No. of PP on-roll (%)                            | <b>26% (85)</b> | PP No. Year 10 | <b>36</b>            |    |
|                           | £955 p/p       |               |            | % PP National                                    | <b>28.6%</b>    | PP No. Year 11 | <b>30</b>            |    |
| Total annual CLA budget:  | <b>£7,035</b>  |               |            | No. CLA on-roll                                  | <b>3</b>        | PP No. Post 16 | <b>19</b>            |    |
|                           | £2,345 p/p     |               |            |  |                 |                |                      |    |
| Covid-19 Catch-up Premium | <b>£15,600</b> |               |            |  |                 |                |                      |    |
|                           | £80 p/p        |               |            |  |                 |                |                      |    |

\* Funding based on number of PP students in 2020-21 \*\* FSM data from SFR20\_2016\_National\_Tables (table 3a)

| Attainment 2019-20                        |              |               |                   | National Data |               |                   |
|---|--------------|---------------|-------------------|---------------|---------------|-------------------|
| Measure:                                  | All students | Disadvantaged | Non-Disadvantaged | All students  | Disadvantaged | Non-Disadvantaged |
| % achieving Grade 4+ in English and Maths | 73%          | 64%           | 79%               | 64% (2019)    | 44.3% (2019)  | 71.2% (2019)      |
| % achieving Grade 5+ on English and Maths | 37%          | 39%           | 38%               | 43.2% (2019)  | 24.7% (2019)  | 49.9% (2019)      |

| Key priorities for 2020-2021 |   | 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 | T1                             | T2 | T3 |
| 2                            | FTEs for PP and SEN(D) students are at national or below by the end of the 2020-21 academic year          | T1                             | T2 | T3 |
| 3                            | PA for PP and SEN(D) students to be at national or better by the end of the 2020-21 academic year         | T1                             | T2 | T3 |

### Analysis of PP spending 2019-20 (initial £65,880)

| Strategies focusing on: Outcomes in Attainment and Progress                         | Cost (£) | EEF focus  | Impact   |
|---|----------|--|--|
| Targeted students for numeracy and literacy groups                                  | £1050    | Small group tuition  | Diagnostic testing (CATS) identified students to target.   |
| TA delivering small group and 1:1 intervention (Maths and English)                  | £4500    | Small group tuition and One to one tuition                   | Qualified English teacher TA weekly intervention and continued virtually. Maths started January.                             |
| Literacy leader coordinates literacy programme                                      | £800     | Reading comprehension strategies                             | Clear strategy – SURF materials enable across curricular reading   |
| TA (English) deliver small group intervention working with identified students      | £6500    | Small group tuition  | Weekly handwriting intervention and reading intervention. All students made progress at least in line with numerical months. |
| 6 <sup>th</sup> Form reader programme at KS4 (books and staff oversight)            | £550     | Reading comprehension strategies; Individualised instruction | 75% of those with a mentor made at least 6 months reading age progress Sep - March   |
| Purchase of revision materials  | £1250    | Homework; Extending school time                              | All PP students in year 11 were provided with a revision guide for every subject they take and revision notebooks            |
| Wave 2 intervention with the Tutor Trust for students below BL in maths and English | £1000    | Small group tuition  | 50% demonstrated improvements  |
| College membership to the LLP   | £4250    | Curriculum expertise   | Some impact in maths and English on curriculum design  |

|  |           |  |  |
|--|-----------|--|--|
| Support from RMAT  | £0        | Curriculum expertise   | Cross collaborative work on raising attainment in all subject areas  |
| <b>Strategies focussing on: Physical, emotional and material well-being</b>                                    |           |  |  |
| Breakfast Club   | £2800     | Behaviour interventions; Parental involvement; Extending school time                             | Did not take place due to COVID closure. Funds redistributed to purchase remote learning software (Classkick Pro). |
| Links to RMAT Attendance Manager, KS leaders and pastoral teams prioritising attendance                        | £450      | Behaviour interventions; Parental involvement  | Overall attendance for 2019-2020 94.4% (PP 92.3%)  |
| AIP links for advice on behaviour and attendance issues  | £800      | Behaviour interventions  | As above.  |
| Student Counselling (SEMH)   | £1250     | Social and emotional learning; Behaviour interventions; Mentoring                                | 26 students had regular mentoring with UTC staff in 19/20.   |
| Funding for student hardship support (inc uniform purchase, food, travel etc)                                  | £11,800   | Social and emotional learning; Behaviour interventions, aspiration interventions, social aspects | Utilised by qualifying students.   |
| <b>Strategies focussing on: Aspiration and expectation</b>   |           |  |  |
| Partnership with ENUTC– Business & Careers engagement lead   | £5500     | Aspiration interventions   | 100% of students were on track to have a work experience placement   |
| Holiday Revision Programmes to support pupils preparing for examination classes                                | £600      | Small group tuition; Summer schools  | Did not take place due to COVID lockdown. Fund redistributed to remote learning resources (chromebooks)            |
| 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    | As above   |
| Wex- Work Experience   | £4100     | Aspiration interventions   | Grofar purchased – 100% of students logged on  |
| <b>Strategies focussing on: Social and cultural capital</b>  |           |  |  |
| Wex- Work Experience   | See above | Aspiration interventions, social aspects   | See above.   |
| A comprehensive programme of careers activities through years 10-13 culminates in focussed CEIAG               | £5500     | Aspiration interventions, social aspects   | 100% of students had 1:1 careers appointments with careers advisor   |

|  |                |   |   |
|--|----------------|---|---|
| Independent careers advisor employed to offer careers guidance | £8880          | Aspiration interventions, social aspects                          | As above.   |
| Support Student Counselling                                    | £2300          | Social and emotional learning; Behaviour interventions; Mentoring | The purchase of the JESS cluster support package provided support with these areas. 16 referrals of pp students were made to JESS Cluster in 2019-2020. |
| Theatre trip tickets provided for all PP students              | £800           | Cultural capital  | Tickets were purchased and event booked but cancelled due to COVID. Funding redistributed to chromebooks for remote learning.                           |
| <b>TOTAL:</b>  | <b>£65,580</b> |   |   |

### Projected spending for PP 2020-21 (initial £78,545 )

| Strategies focussing on: Outcomes in Attainment and Progress   | Cost (£) | EEF focus  | How will we measure impact?                                 |
|--|----------|--|---|
| Targeted students for numeracy and literacy groups   | £1050    | Small group tuition  | Progress checking points<br>Data review                     |
| X 2 TAs delivering small group and 1:1 intervention (Maths and English)  | £13,000  | Small group tuition and One to one tuition                       | Progress checking points<br>Data review<br>SEND report      |
| Literacy leader coordinates literacy programme – SURF, reading catch up  | £1000    | Reading comprehension strategies                                 | Impact on progress checks<br>and English levels             |
| 6 <sup>th</sup> Form reader mentor programme at KS4 (books and staff oversight) – books for library if COVID restrictions remain | £700     | Reading comprehension strategies;<br>Individualised instruction  | Progress checking points<br>Data review                     |
| Purchase of revision materials   | £1400    | Homework; Extending school time                                  | Progress checking points<br>Data review<br>Exam grades /gap |
| National Teaching Programme - Academic Mentor (NI and Pension 20% of £19,000)  | £7,600   | Small group tuition/intervention sessions for catch up programme | Progress checking points<br>Data review<br>SEND report      |
| Provision of resources, such as scientific calculators, text books etc   | £600     | Homework   | Progress checking points<br>Data review                     |
| Technology   | £8,545   | Extending school time  | Exam grades/gaps  |

|  |                |  |   |
|--|----------------|--|---|
| <b>Strategies focussing on: Physical, emotional and material well-being</b>                                    |                |  |   |
| 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) internal, and membership to JESS cluster  | £4765          | 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>   |                |  |   |
| Holiday and after school revision programmes to support pupils preparing for examination classes               | £600           | Small group tuition; Summer schools  | Progress checking points<br>Data review<br>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<br>Data review<br>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   | Student feedback  |
| Launch of UTC societies for cultural capital   | £3000          | Cultural capital   | Student feedback, attendance, destination data              |
| <b>TOTAL:</b>  | <b>£80,890</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<br>1 | T<br>2 | T<br>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<br>TSM | <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> <li>Members of SLT are shadowing an identified cohort of PP students to better understand learning diet and barriers.</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> |        |        |        |
| 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<br>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<br>1 | T<br>2 | T<br>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<br><br>Collaborative 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>                            |        |        |        |



|   |   |                            |     |  |  |  |
|---|---|----------------------------|-----|--|--|--|
|   |   | Outdoor adventure learning |     |  |  |  |
| 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<br><br>Behaviour interventions                                | TSM<br>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> |     |     |     |
| 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"> <li>• PP and SEN(D) students are targeted for early CEAIG from Careers Advisor; Offsite students prioritised within this group.</li> </ul>  | Meta-cognition and self-regulation<br><br>Feedback<br><br>Aspiration interventions | GWR,<br>NCO | <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 NEET</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 |
|--|---------|-----------|------|---------------------------------|-----|-----|-----|
|--|---------|-----------|------|---------------------------------|-----|-----|-----|

|   |  |   |                |  |  |  |  |
|---|--|---|----------------|--|--|--|--|
| 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"> <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>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> | TSM<br>all SLT | <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>    |  |  |  |
| 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.  | <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>   | Behaviour interventions   | GWR<br>TSM     | <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<br>1 | T<br>2 | T<br>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>  | <p>Behaviour interventions</p> <p>Digital technology</p>                                 | TSM<br>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> | <p>Behaviour interventions</p> <p>Meta-cognition and self-regulation</p> <p>Feedback</p> | TSM        | <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<br>1 | T<br>2 | T<br>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<br><br>Digital technology                                | GWR<br>MLs<br>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<br><br>Feedback<br><br>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<br>1 | T<br>2 | T<br>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<br><br>Meta-cognition and self-regulation   | TSM<br>SEL<br>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<br><br>Small group tuition<br><br>Parental involvement<br><br>Social and emotional learning | TSM<br>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<br>Parental involvement<br>Small group tuition | 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<br>Parental involvement<br>Small group tuition | SEL<br>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> | Behaviour interventions<br>Feedback | TSM<br>CPA<br>SEL | <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> | Behaviour interventions<br>Meta-cognition and self-regulation | TSM<br>CPA | <ul style="list-style-type: none"> <li>• PP students continue to show progressive engagement with new 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<br>1 | T<br>2 | T<br>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<br>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> |        |        |        |
| 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. | <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> | Behaviour interventions<br>Meta-cognition and self-regulation<br>Parental involvement | TSM<br>NCO | <ul style="list-style-type: none"> <li>• Parent/Carer feedback forms.</li> <li>• Student voice.</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<br>1 | T<br>2 | T<br>3 |
|---|--|-------------------------|------------|--|--------|--------|--------|
| Students have attendance that is at least in line with national; they are prioritised for daily absence challenge visits. | <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> | Behaviour interventions | TSM<br>NCO | Attendance in line with national or better.<br>More students on rewards. |        |        |        |

|   |   |  |             |  |            |            |            |
|---|---|--|-------------|--|------------|------------|------------|
| 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. | <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> | Meta-cognition and self-regulation<br><br>Feedback<br><br>Aspiration interventions | GWR         | <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> |            |            |            |
| <b>Outcomes for students</b>  |   |  |             |  |            |            |            |
| <b>We'll be successful when...</b> (the impact on school improvement)   | <b>Actions</b>  | <b>EEF Focus</b>   | <b>Lead</b> | <b>How can we evidence the impact?</b>   | <b>T 1</b> | <b>T 2</b> | <b>T 3</b> |
| 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.   | <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>  | Behaviour interventions<br><br>Parental involvement<br><br>Small group tuition     | SLT         | <ul style="list-style-type: none"> <li>• Line managers' meetings</li> <li>• SLT meeting minutes.</li> </ul>  |            |            |            |
| 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.     | <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>   | Aspiration interventions<br><br>Meta-cognition and self-regulation                 | NCO         | <ul style="list-style-type: none"> <li>• 0 NEET</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          |