

## PP Action Plan (Reviewed May 2018)

1. Statutory requirements	RAG
Strategy documentation is clearly referenced on the <b>website</b> and evaluations have been sharpened to reference impact (1.1)	Green
PP Strategy 2017/8 identifies the <b>key barriers</b> (internal and external) faced by students at the school (1.2)	Green
There is a <b>range of strategies</b> being adopted to address these barriers, with a rationale given for the strategies (1.2)	Green
The <b>impact of the spending</b> focuses on the role of the leader as well as the academic and wider outcomes for the students* (1.2)	Yellow
The strategy indicates <b>how</b> it is to be <b>reviewed</b> and the date of the review (1.2)	Green
2. Achievement	RAG
<b>Assessment data is analysed in greater depth (DISADV/LAC/SEND*/EAL/gender*) to enable PP gaps to be identified across any groups.</b> The number of <b>data entry points</b> has been <b>reduced</b> to enable a more forensic analysis of the data to support effective intervention (2.1)	Green
Staff are receiving greater detail regarding the relative performance of <b>High/Middle and Low PP students against Non PP</b> to support their planning in making precise improvements in T & L (2.1)	Green
<b>More Able profiling and year group picture grids</b> have been explicitly added to address the largest PP/Non PP gap in progress (2.1)	Green
<b>PP profiling using Mintclass and year group PP picture grids</b> for all year groups means that all staff have at their “finger tips” information on the relative ability profiles of their PP students and useful strategies to overcome barriers to learning (2.1)	Yellow
<b>Progress KS1 to KS2</b> has been more forensically analysed using <b>GL assessments</b> as well as SATs papers, to ensure students are on track to reach ARE (2.1)	Yellow
<b>PP progress</b> is now directly compared to the progress of <b>Non PP (High/Middle/Low)</b> at all data entry points (2.2)	Green
3. L & M	RAG
<b>Staff are clear</b> that the emphasis for sustained improvement for PP students has to be on the quality of <b>wave one T &amp; L</b> , underpinned by a clear understanding of the barriers facing PP students and strategies which can be effective in helping to overcome these barriers (3.1)	Green
The <b>alignment of two faculties with each of the three DHTs and using a common Progress Plan format</b> to highlight current achievement, has enabled the DHTs to provide much more effective support for HOFs in responding quickly to progress data in formulating and implementing strategies to address any areas of relative underperformance	Yellow
To add support for the PP Champion, an <b>AHT is now supporting the DHT Progress and Standards</b> with PP achievement. Both have attended <b>external PP Training</b> led by the External Reviewer of PP, which has improved their ability to evaluate the effectiveness of additional funding, as well as their ability to support HOFs in their monitoring of classroom practice	Yellow
Teaching Schools/Babcock PP Self-evaluation documentation and Action Plan (Called <b>SSIF</b> ) has been <b>written specifically targeting the underperformance of PP students</b>	Yellow
<b>PP Strategic documentation has been rationalised with spending now RAG rated.</b> This has enabled governors to have a much greater understanding of how money has been spent and its effectiveness. As a result, governors have been able to not only challenge the impact of previous spending with much greater confidence, but also support a much greater rigour and collaborative approach in the allocation of spending going forward (3.2)	Green

<p>The use of a <b>faculty bid system</b> for additional funding has increased the robustness of spending and will ease the evaluation of the effectiveness of spend for governors going forward (3.2)</p>	
<p>Amalgamating T &amp; L, Inclusion and Progress into a new <b>School Improvement Committee</b> has enabled governors to achieve a much greater understanding of how leaders are triangulating their targeting of PP achievement. Faculty Reviews have been fed back to governors as well as used to continually share best practice and highlight where inconsistencies in provision still remain. These are best evidenced through Faculty Progress Plans (3.2)</p>	
<p>There is now a <b>designated governor chair and deputy</b> for PP, both have a greater understanding of the need to link the additional funding directly with improvements in outcomes. The PP Chair has attended <b>external training</b> and provided active support for the new Progress Plans in Project Board meetings. The Governing Body will receive regular updates against the PP Action Plan (3.3)</p>	
<p><b>DHT/HOF line management structures</b> and the <b>use of Progress Plans</b> has enabled HOFs to become much more proficient in their articulation of how achievement gaps are being addressed (3.4)</p>	
<p><b>HOFs</b> are beginning to provide <b>greater evaluative information regarding the quality of T &amp; L</b> and the impact of their interventions in raising the quality of provision. This has been further supported by targeted T &amp; L questions used by SLT Line Managers linking then back to the Progress Plans (3.4)</p>	
<p><b>Interventions are beginning to be mapped more effectively</b> to enable their impact on progress to be evaluated (3.5); Case Studies indicate that some interventions have been very effective in improving the progress for PP/DISADV students. These are currently written by HOL/SITs and the strategy is being extended to HOFs to be evidenced in the Progress Plans (3.5)</p>	
<p><b>PX time</b> is continuing to support professional development with staff strongly encouraged to seek out best practice in the implementation of PP strategies. The <b>PXX group</b> meets termly to share expertise and ideas regarding PP provision (3.5)</p>	
<p><b>4. T &amp; L</b></p>	RAG
<p>The explicit <b>scheduling of learning walks and work scrutiny</b> has enabled HOFs greater accountability for improvements in T &amp; L and to maintain the momentum on improvements. HOFs have been able to verify that teachers are, typically, making greater use of the PP strategies received in training sessions (4.1)</p>	
<p>There is no doubt that <b>staff have a much greater understanding</b> of the importance of building relationships and the personalisation of strategies to support learning. The creation of shared success criteria regarding what “high expectations of what all students can achieve” actually looks like, has helped focus our efforts to improve provision (4.1)</p>	
<p>There has been an <b>improvement in behaviour and continual staff training</b> throughout the Autumn term and specialist input from an educational psychologist in January 2018 is beginning to have an impact on the progress of PP students with additional needs (4.1)</p>	
<p>Five <b>Faculty Reviews</b> (Hums &amp; MFL Oct; Enterprise &amp; Innovation Nov and English &amp; Media Jan 18; PE and Performing Arts March 18 and Science April 18) have verified the direction of travel. <b>Learning has become more active</b> and there have been increased <b>opportunities for pair talk/reasoning</b>, enabling students to explain their thinking to deepen their learning (4.2)</p>	
<p>Faculty Reviews have evidenced that the <b>quality of explanation</b> of tasks has improved and levels of independence are rising (4.3)</p>	
<p>There has been an improvement in the <b>use of seating plans</b> and <b>subject PP individual personalised</b> strategies and staff are typically adapting their planning on a day to day basis to more effectively meet the needs of their PP learners. For example with more scaffolding (4.3)</p>	
<p><b>Whole staff CPD</b> has focussed on improving outcomes for <b>More Able PP</b>, with teachers’ most effective T&amp;L strategies collated and shared with faculty teams. More Able PP students completed ‘Getting the Best Out of Me’ survey to identify their preferred learning strategies (4.3)</p>	

HOLs and Faculties compiled an <b>inventory of interventions</b> for all PP students to create an holistic overview of interventions and levels of engagement (4.3)	
The monitoring of TA support by the SENCO and as part of faculty reviews has indicated that <b>TA support is typically strong</b> in supporting PP students with additional needs, in particular with the development of independence (4.4 and 4.5)	
<b>EEF T &amp; L Toolkit</b> has been explored by PP Champion and this will help informed staff training, in particular highlighting the importance of feedback in supporting learning and progress (4.6)	
<b>Work Scrutinies</b> have been explicitly included in the Faculty Reviews as well as conducted frequently by HOFs. This, together with ongoing training sessions and the appointment of a senior middle leadership position to drive work scrutiny, has led to a much greater consistency in staff understanding that work in books must demonstrate progress over time and how to achieve that goal. Improvement has been supported by additional training on extended writing across the curriculum. This is still very much an ongoing key improvement priority (4.7)	
<b>Marking and feedback in books</b> has improved and is typically strong in English and Drama. Cross faculty workshops are helping to raise the consistency of marking and feedback across the school as a whole; but at present inconsistencies remain (4.8) The <b>effectiveness of homework</b> has been the focus of additional staff training with staff sharing exemplars to improve the quality and impact of homework on learning. This is still very much an ongoing key improvement priority (4.9)	
There has been an improvement in <b>transparency between the First Schools and TDMS</b> , which is starting to enable a greater sharing of relative areas for improvement across KS2. Reciprocal visits have been planned for Spring 2018 to reinforce the importance of team work and the sharing of relative weaknesses in provision and expertise to resolve these together (4.10) The school has looked to further develop the <b>enrichment opportunities</b> for PP students who have achieved well academically through targeted aspirational visits to top universities (4.11)	

5. Personal Development, Behaviour and Welfare	RAG
A <b>tutor review</b> is being used to evaluate the quality of provision and there is an intention to reposition tutor time to the beginning of the school day from September 2018 (5.1)	
Improving <b>attendance</b> and reducing <b>exclusions</b> remain key school improvement priorities (5.2) Exclusions (Autumn Term 17/18) have improved significantly for all students including disadvantaged, and the gap between disadvantaged and non-disadvantaged has reduced compared to the previous year Attendance figures remain stubbornly low, however, but this is being addressed through targeted interventions and direct Babcock support and advice using the SSIF (Strategic Schools Improvement Fund), leading to some positive improvements in some year groups (5.2)	
<b>Senior Intervention Tutors</b> are now producing a termly evaluative summary of the impact of their work in relation to attendance and attitudes towards learning for the key groups of students they are supporting (5.3)	
Leaders are tracking the <b>welfare</b> of PP students much more forensically to ensure that interventions are effective and timely (5.4)	
Leaders have extended the support identified to support <b>social, emotional and mental health</b> difficulties through the development of an extensive pastoral management system. This has ensured that pastoral leaders and support staff can identify specific student need enabling the most appropriate strategy to be used to support them. (5.4)	
The numbers of students accessing <b>extra-curricular provision</b> has increased significantly and is being audited termly to evaluate the quality of inclusion for Disadvantaged students (5.5)	
<b>Student Voice</b> has been integrally linked with the faculty reviews as well as a whole school survey undertaken in the Autumn Term. Results indicate that teachers' expectations for behaviour and learning are improving, although some concerns remain in Year 8 (5.6)	