

To Improve Outcomes for boys and DA students

Boys and DA student outcomes will improve by:

- Continued commitment to additional staffing More effective use of data
- Creation of additional Year 11 provision
- Personalised action plans
- Raising aspirations and increasing motivation of students
- Targeted intervention

Success Criteria:

DA students and boys progress to improve compared to summer DD4

Increased levels of attendance for boys and DA students

Improved behaviour of boys and DA students (as evidenced by reduction in FTE and loss of Star Points)

Action	Milestones	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
a) Use of DDs to identify targeted cohort of DA students and boys for intervention	<p>Students RAG rated and group targeted</p> <p>Intervention planned and delivered</p> <p>Impact reviewed</p>	<p>Oct 2017</p> <p>Oct 2017 onwards</p> <p>At each DD</p>	PR	<p>Increase in number of DA students on target</p> <p>Yr 7: 73% to 80% [73.7%], 72.8%, gap - 19.6%</p> <p>Yr 8: 73% to 80% [75%], 74.2% gap - 8.5%</p> <p>Yr 9: 65% to 75% [71.4%] DD3 uses GCSE grades: A8 85-90% A8 is 88.9 for DA and 94.3 for non-DA. Gap to fall from 5.4 to 4.4 by October.</p>	<p>Planning time 2 hours</p> <p>Intervention</p>	PR to report to AR	<p>AR to report to evaluation committee</p> <p>See data and evaluation section at the end.</p>

				<p>Yr 10 A8 from DD1 -10.34 DD3 -14.64 Gap 4.3 to fall to 3 by September</p> <p>Increase in number of male students on target – male only.</p> <p>Yr 7: 74% to 80% [74.7%], 66.7% [figures from last review]</p> <p>Yr 8: 68% to 75% [71.7%], 63%,</p> <p>Yr 9: A8 (non-DA) DD3 41.33 (52.78)</p> <p>Y10: A8 (non-DA) DD1 43.96 (52.35) DD3 38.73 (52.13)</p>			
b) Increase provision for DA / Boys in Year 11	<p>After school sessions to begin again</p> <p>Twilight Programme to be created</p>	<p>Oct 2017 onwards</p> <p>Nov 2017 onwards</p>	<p>CF / PR</p> <p>CF / PR</p>	<p>A8 of Y11 boys, gap to close to 7 in 2018 (non-Da in brackets). DD1 44.05 (52.30) DD3 36.36 (45.49)</p>	<p>Teacher time</p> <p>Teaching costs £3500</p> <p>Refreshments £1500</p>	<p>PR to report to AR</p>	<p>AR to report to evaluation committee</p>

c) Departmental DA action plans produced and ragged.	Implementation of plans Review impact.	Oct 2017 Nov 2017 onwards Jun 2018	PR / CM	Increase in number of DA students on target. Clear departmental strategies evaluated.	Meeting time 2 hrs / half term	PR to report to AR	AR to report to evaluation committee
d) Individual Support Plans for targeted DA students / boys	Barriers to progress identified Action plans developed Impact evaluated	Oct 2017 Nov 2017 onwards Jan 2018 / Apr 2018	PR	Individual improvements to key measures eg attendance, behaviour and progress, ILP created for all DA pupils.	Planning time 2 hrs / student	PR to report to AR	AR to report to evaluation committee
e) Improve attendance for DA students	Improved parental understanding and engagement Implement more rigorous recording and reporting Better awareness of school staff to DA attendance Additional actions as per attendance improvement plan	Sep 2017 Oct 2017 onwards Oct 2017 Ongoing	PH	Improvement in DA student attendance from 90.78% to 93% [90.26%]	Planning and meeting time 2 hrs / week	PH to report to SLT weekly	AR to report to evaluation committee
f) Targeted behaviour intervention to reduce exclusions of	Students at risk identified Support plans in place	Sep 2017 Oct 2017 onwards Jun 2018	PH	Reduced numbers of FTE for boys From 337 to 200 (Autumn) [98]	Meeting time 1 hr / week Activities £200	PH to report to SLT half termly	AR to report to evaluation committee

DA students / boys	Impact reviewed			<p>From 506 to 300 (Spring) [206]</p> <p>And DA students from 173 to 110 (Autumn) [101]</p> <p>275 to 175 (Spring) [152]</p>			
g) Improve levels of motivation and aspirations amongst boys / DA students	<p>Identify students with low aspiration / motivation</p> <p>Activities planned and implemented</p> <p>University doorways-staff help to raise motivation and create culture of aspiration.</p> <p>Impact reviewed</p>	<p>Oct 2017</p> <p>Oct 2017 onwards</p> <p>Jun 2018</p> <p>September 2018</p>	<p>CF / PR</p> <p>PR</p>	<p>Improved levels of aspiration and motivation (student voice – ILPs)</p> <p>Improved outcomes: attendance, behaviour and progress (compared to 2016-17)</p> <p>Encourage discussion about university.</p>	<p>Planning 3 hrs</p> <p>Delivery of activities (tbc)</p> <p>Costs £1000</p> <p>Free</p>	CF and PR to report to SLT half termly	AR to report to evaluation committee
h) Improved awareness of staff re DA students	<p>Students clearly identified by teachers</p> <p>Clear actions after DD for DA students off target</p> <p>Whole staff CPD about culture and</p>	<p>Sep 2017</p> <p>Oct 2017 onwards</p> <p>September</p>	<p>HOLAs</p> <p>PR</p>	<p>Increase in number of DA students on target (see above targets)</p>	<p>Planning time 2 hrs / half term</p>	HOLAs to report to line managers	Line managers to report to SLT

	correcting assumption that DA=LA.			Clear focus on a few targeted strategies.	Free	PR report to AR	
i) Improved levels of oracy and resilience for DA students / boys	<p>Oracy programme developed and implemented for targeted students</p> <p>Resilience topic covered in PSHCE for Y7 and Y8</p> <p>Shakespeare in schools festival – Y7 and Y8 boys DA</p>	<p>Nov 2017 onwards</p> <p>September 2018</p>	<p>PR</p> <p>CS, PR</p>	<p>Students are more confident in their oracy and are closer to work-ready.</p> <p>6 week scheme on BfL in place and being taught.</p> <p>Primary liaison.</p>	<p>Planning 3 hrs</p> <p>Delivery 3 hrs / half term</p> <p>£959</p>	<p>PR to report to SLT</p> <p>PR report to SLT</p>	<p>AR to report to govs Evaluation Committee</p> <p>AR report to evaluation committee</p>
j) Implement DA strategy for group of Y10 students to work on 9 GCSEs	<p>Group targeted</p> <p>Parents contacted</p> <p>Strategy begins 4/12/17</p> <p>Initial review</p>	<p>Dec 2017 – July 2018 phase 1</p> <p>Sept 2018 – June 2019 phase 2</p>	CM	<p>Data on achievement, behaviour and attendance will improve</p> <p>Progress towards expected progress in core/key subjects will improve</p> <p>DA/PA attendance (currently x 3 of the cohort) will improve significantly</p> <p>Opportunities to engage with further education/apprentice</p>	<p>Classroom</p> <p>Core subject resources</p>	CM to report to PR/AR	CM/AR top report to governors

				ships/careers etc. accessed in a smaller, supportive group will ensure all students leave DLS with a post 16 path and action plan			
k) Institution of homework club on Weds and Thursdays – minibus home when possible.	Numbers of pupils attending and teachers helping.	Start September 2018	PR, JBr	Acting upon student' voice taken whilst drawing up ILPs for PP students.		PR, JBr	AR
l) Distribution of ILPs for PP students to all staff	To be in all teachers' planners.	September 2018	JBr, PSMs	Teachers heed advice from students and numbers of interventions increase.		PR	PR
m) Use of intervention system on SIMS widened	Each department to have an intervention set up for PP pupils.	September 2018	HoDs	It is easier to record PP interventions and for a strategic overview to be had on what is working.		PR, HoDs	AR
n) CPD on first/second days.	Greater staff buy-in to schemes for helping PP students – more efficacious actions.	September 2018	PR	Tailored advice from PP pupils to staff.		PR	AR

o) Some sessions for parents of PP students on how they can help them prepare for exams.	For Y11 parents first then other year groups each half-term.	HT1	PR, HoY	Parents empowered to help build resilience in students.		PR	AR
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EVALUATION

Evaluation of Achievement or PP students and Boys

We currently have 241 pupil premium pupils.

Year	No. of PP
7	61
8	50
9	42
10	51
11	37
Totals	241

Key Stage 3

Year 7 (last year, current year 8)

At the time the targets were set, the gap between PP and non-PP students was 19.6%. The target was set to narrow that gap.

Current Y8	% on or above expected progress
PP	75.6
non-PP	89.9
gap	-14.3
gap last year	-19.6

As you can see the gap has narrowed to 14.3% of pupils at or above their target.

Contributing Factors

- Bespoke mentoring and tracking launched
- Homework clubs launched
- Quality first teaching
- Literacy catch-up
- Greenhouse

Year 8 (last year – current y9)

At the time the targets were set, the gap between PP and non-PP students was 19.6%. The target was set to narrow that gap.

Current Y9		% on or above expected progress
PP		74.3
non-PP		83.4
gap		-9.1
gap last year		-8.5

Unfortunately, the gap here has widened 0.6%.

Contributing Factors

- Pastorally, a challenging year that underwent a change in leadership.
- Contained quite a few ‘characters’ who had to be moved on.
- Second smallest PP cohort
- Lack of intervention

Year 9 (last year, current y10)

This is our second largest cohort. The gap is far too high with the gap meaning that on average, PP students achieved 1.2 grades lower than non-PP.

Current Y10	Av. total A8	Av. A8
PP	41.42	4.14
non-PP	53.69	5.37
gap *	-12.27	-1.23

Contributing Factors

- Leadership of year not as robust
- Middle-year syndrome
- Teaching/intervention work not good enough

*no last year’s gap as type of grading changed in the year

Year 10 (last year, current y11)

Current Y11	Av. Total A8	Av. A8
PP	35.44	3.54
non-PP	51.6	5.11
gap	-15.62	-1.57
gap last year	-10.8	-1.08

Contributing Factors

- Lots of work done in small groups in year
- Active mentoring – JBr and CG
- Slightly higher ability profile of year group.

Year 11 Leavers

Y11 Leavers	Av. Total A8	Av. A8
PP	31.24	3.12
Non-PP	42.83	4.28
Gap	-11.61	-1.16
gap last year	-11.8	-1.08

Contributing Factors

- Gap has closed slightly
- New specifications
- Antagonistic parents
- Teaching not good enough

Y11 Boys achievement (Leavers)

Y11 Leavers-Boys	Av. Total A8	Av. A8
boys	39.58	3.59
girls	41.88	4.76
gap	-2.3	-0.23
gap last year	-8.11	-0.81

Target was to close the gap to 7. The gap has narrowed to 2.3 between boys and girls total average points score down from -0.81.

Contributing Factors

- Girls' performance has taken a dip so the narrowing could be for that reason.
- The work of the Pupil Achievement Centre has helped to keep some students engaged and reduced exclusions

Achievement of Boys – all years

Year Group last year - boys	% on or above target last year	% currently on or above target	Target set
Year 7	66.7	82.6	Reach 80%
Year 8	63	74.5	Reach 75
Year 9	41.3	49.54	Reach girls (52.40)
Year 10	43.9	46.67	Reach girls (50.38)

The picture lower down the school is more encouraging. We can see that the improvements are showing.

Contributing Factors

- We are more confident in our data/moderation exercises
- Development of schemes of work is improving teaching

Projects Funded by PP

- Enhanced staffing in maths, English and pastoral staff
- Breakfast club
- Revision bus
- Literacy catch-up
- 1:1 tutoring
- Purchase of laptops
- Alternative Education
- Subsidise educational visits

Other Activities

- Home visits
- Family Action Meetings
- Tracking, traffic-lighting and targeted mentoring for all year groups

The revision bus was sparsely used and then not by DA pupils so we are discontinuing this. We have also reduced the alternative education budget as we look to develop in-school provision.

See attached sheet on requests for spend for PP this year so far.