

1. Summary information					
<b>School</b>	Lakers School				
<b>Academic Year</b>	2015/16	<b>Total PP budget</b>	£194,104 (plus £64982 carry over)	<b>Date of most recent PP Review</b>	Jan 2016
<b>Total number of pupils</b>	610	<b>Number of pupils eligible for PP</b>	194	<b>Date for next internal review of this strategy</b>	Oct 2016
1. Year 11 results					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving 5A* - C incl. EM (2015/16 only)</b>			32.5%	64.7%	
<b>Progress 8 score average</b>			-0.69	0.12	
<b>Attainment 8 score average</b>			37.73	52	

<b>1. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015-16</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Learning needs of PP students are being met through the planning and delivery of challenging and engaging lessons. CPD is used to	PIXL Club CPD through Forest Alliance and Dene Magna Top Tip Thursday	8 courses for English, Maths & Science Top tip Thursday saw an average of 15 staff attend each session. Session topics covered ways to support PP students including training on questioning and marking.	PIXL membership has been reviewed and renewed for 2016/17. More foundation staff to attend CPD sessions. Top tip Tuesdays now part of directed time	£5758
Staffing costs – Staff time to support PP students	Data manager time Teaching Assistant support	Staffing costs to support monitoring and teaching of PP students.	Two roles created in English and Maths to offer targeted and measureable support for PP students.	£128597

Resources for teacher and leaders to track and monitor the performance data of PP students in comparison to non PP students	Revision resources for year 11 to prepare for 2016 exams.	Revision resources purchased for year 11 students including PP. Impact whole school A*-C increased from 34% to 45% including English and Maths.	More targeted support for PP students needed using funds. All areas now tracking year 11 PP performance and these groups are being targeted in teacher's performance management reviews. Revision resources purchased for PP students and a PP tutor group been set up to offer targeted revision support and resources.	£4957
English, Science & Maths Resources	Doodle, Alfie soft and Tassomai licences purchased to support planning and delivery of courses. Resources purchased to support revision and exam preparation for year 11	Results in Science, English and Maths for all students increased: English Lang 56%, English Lit 55% Science 44% Maths 52%	These continue to be useful resources for teachers, licences and engagement by students will be reviewed by PP leads in English, Maths and Science in January 2017.	£4153
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Homework and afterschool clubs to offer a supportive place for students to complete homework. To give PP students access to experiences to develop their skills and build relationships with staff and students</p>	<p>Small groups of PP/SEN students working with TA on homework</p>	<p>39 students invited - 8 students attended regularly and benefitted from small group support.</p>	<p>This has been effective for the most vulnerable PP/SEN students and continues to support these students. SENCO will review impact Jan 2017. PP to fund.</p> <p>Idea of a homework club needs to extend to other PP students. Survey set up to see which students have resources and support outside of school to complete homework and targeted support given. Show my homework purchased to support students with planning and recording homework tasks and improve communication with home.</p>	<p>Not from PP allocation last year</p>
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<p>Funding for literacy catch up through the Sound Training and Stepping Stones program</p>	<p>Teacher employed to offer literacy catch up for year 7 students during LBI time</p> <p>4 teaching staff delivering targeted intervention using Sound Training. Two teaching assistants delivering Stepping Stones program</p>	<p>Students in years 9 &amp; 11 targeted. Reading age improvements: Group 1 (16 students) - 28 months increase Group 2 (16) 56 month increase Group 3 (16) 44 months increase</p> <p>Year 11 engagement in the sessions was poor so year 9 targeted for remaining sessions.</p>	<p>Impact of Sound training and Stepping Stones program was not cost effective or sustainable as few students were able to benefit from the program and reading age improvements were variable. This licence has not been renewed.</p>	<p>£7800 Sound Training licence and £7011.00 of staff time to deliver program.</p> <p>£2,612 TLR Literacy Coordinator Plus £1492 for Specialist English support additional teacher</p>
<p>Support for vulnerable students e.g. adapted timetables, or working 1:1 with a teacher in the attic.</p>	<p>Staff supporting vulnerable students SENCO time to support LAC students. SEN admin support.</p>	<p>Students monitored and supported by staff in the loft. Referrals made to outside agencies including counselling, nurse, and CYPS. (Data kept with L Jones)</p>	<p>Provision of support for vulnerable students has continued this has now moved to the loft area to create a classroom base for support for students.</p>	<p>£19885.40</p>

<p>Students to take part in a variety of university and higher education visits led by careers advisor</p>	<p>Raise aspirations for PP students and support in making post 16 applications. To offer experiences of higher education.</p> <p>TA support for student attending college placement</p>	<p>18 different opportunities offered to students including university taster days. 556 students took part, 226 were PP. Application for destinations for year 11 PP leavers were: 19 applied for level 2 courses, 15 for level 3 courses, and 9 to study A levels.</p>	<p>Costing of these opportunities written into Sept 2016 plan.</p>	<p>£11182.00</p>
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Induction – STEEP analysis take place during initial interviews and tour of school. Attainment information collected for English and Maths. Students to have trial period where they are monitored by tutor and house leader.</p>	<p>Barriers to learning identified and early links with parents made to support attendance and attainment.</p>	<p>Talk given regarding PP and following the evening 5 were applications made for FSMs link to application also on school website parents informed as to pupil premium eligibility and support on offer.</p>	<p>House structure changed to year structure. Students have been identified by RC using calculation to estimate FSM/Ever 6 and list distributed to teachers before October half term – 44 new year 7s have been added to the PP list. This means 210 students registered as PP (36% of cohort). All students have taken QDP survey to identify barriers for learning for PP students. Data to be analysed November and disseminated to staff during Top Tip Tuesday PP session. Interventions to be set up and monitored in response to this.</p>	<p>NA</p>

Transition week – English, Maths and MFL –assessments for year 6 students to identify starting point	All students completed baselines in Science, Maths and English	Information used by Subject Leaders in English and Maths to inform setting.	This information needs to feed into summer school activities and be used to target students for support for 2017 summer school.	NA
Funding a proportion of summer school (Aug 2015)	Summer school for year 6 students.	Summer school 2015	Following PP review Jan identified summer school needed a more literacy and numeracy approach reflected in Aug. 2016 plan. In planning for Aug 2017 plan increase involvement of English and Maths lead and use school data collected during transition week to plan event.	£2,780
Schools of tomorrow membership	To involve students with low self-esteem in school leadership and decision making.	Small team of students involved in student voice and self-evaluation for the school. 2 staff and 2 students attended Schools of Tomorrow CPD events.	Only funded until December. Improving teaching and learning priority. Barometer group set up by REH to develop student voice.	£1240.00
Purchasing LEGO resources	LEGO programming software to support teaching of ICT.	Used in teaching of ICT.	Use of technology has been written into schemes of learning.	£4769.69

<p>Breakfast club to ensure students are ready to learn so concentration and engagement in class is improved.</p>	<p>Students were coming to school without having had breakfast and concentration levels were affected.</p>	<p>For the period 11/4-27/5/16, the average number of FSM students taking breakfast has been 19 per day, representing 38% of breakfast club students.</p>	<p>Ability to identify PP students who are not PP and if they are using the breakfast club – AF to investigate this.</p>	
<p>Progress Leader Rewards</p>	<p>Prizes purchased to support raising behaviour and attendance levels in school through prize draws.</p>	<p>121 students entered into prize draws for Kindles, Apples and Apple I watch. Attendance levels for PP students 92.2% compared to whole school 94.52%.</p>	<p>Behaviour system changed to Praise Points to ensure more consistent rewards for students and efforts for all students rewarded.</p>	<p>£3000</p>



<p>Behaviour consultant working in school to develop solution focused work and behaviour. This will reinforce positive relationships in school for PP students.</p>	<p>Support for staff in improving attendance and behaviour issues in school.</p>	<p>Helped create PowerPoint for reception area to highlight attendance at applicable times about attendance. Helped in planning initiatives such as Posting things on twitter about attendance. The postcard initiative, recognising EVERY student with good attendance. EVERY student who had attendance of school target of 95% and above were recognised in some form with letters postcards certificates. Re-wording and update our standard attendance letters. Investigating attendance in different categories. 18 students supported with behaviour management and 3 teaching staff and all TAs supported. Attendance levels for PP students 92.2% compared to whole school 94.52%.</p>	<p>Despite initiatives attendance did not improve last term. Attendance team set up and meetings occur weekly to monitor attendance. More data is passed to Year leaders and tutors to support in improving and monitoring attendance. Year 9 PP students had biggest gap last year compared to non PP this is group to monitor this term (90% compared to 94%). Whole school target for attendance this academic year 95.5%.</p>	<p>Not from PP allocation</p>
<p>Extra-curricular activities</p>	<p>Enrich students' school experiences.</p>	<p>Support for students to take part in a range of trips and visit including activity week. Purchasing scripts for hair spray allowing students to take part in performance arts.</p>	<p>Formalise support for funding of trips and visits. PP fund will support education visits and make a contribution towards the funding of other activities –suggested contribution 30% where there is a need identified.</p>	<p>£2133</p>

<p>General resources to support teaching of PP students.</p>	<p>Visualizers purchased for classrooms. Consumables for technology and art.</p>	<p>Lesson observations show visualisers used for modelling to support exam preparation. Resources such as food supplies to support PP students taking part in practical subjects such as technology and art.</p>	<p>Food technology will purchase materials through the canteen.</p>	<p>£8122</p>
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