

1. Review of expenditure			
Previous Academic Year		2017/2018	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for Pupil Premium, if appropriate.	Lessons learned (and whether you will continue with this approach)
Quality Teaching for All.	<p>Thorpe St Andrew School and Sixth Form classroom model.</p> <p>Whole school approach to intervention being led in the classroom including Pupil Premium students using Personalised Learning Check Lists (PLCs) and the Partner in Excellence (PiXL) approach.</p> <p>Boundary Leapers strategy to ensure a Pupil Premium focus in all departments.</p>	<p>Overall Progress 8 for the school has increased and is forecasted to increase in 2018/2019.</p> <p>Pupil Premium Progress 8 has increased.</p> <p>ALPS reports show that the disadvantaged RED teaching and learning percentage has increased from a seven to a five and the gap has narrowed.</p> <p>Overall whole school RED teaching at GCSE is a five up from a seven.</p> <p>In raw data terms this strategy made little impact on whole school, however, it highlighted key students for intervention and improved student mindset. It received positive comments from parents.</p>	<p>This will continue to be a focus of the 2018/2019 School Improvement Development Plan with a focus on boys' achievement.</p> <p>The Boundary Leapers scheme will not run in the next academic year.</p>

	<p>Growth and Thresholds Model at Key Stage 3. This will promote a growth mindset and focus on formative feedback to move students through the thresholds. Focus on progress not attainment.</p>	<p>Assessment Without Levels system is now in place and reported to parents.</p>	<p>Curriculum areas asked to review assessment grids as an ongoing process as they deal with new specifications. The school has moved to two data collections per year to allow for more robust conversations in departments regarding student progress and to build in moderation time.</p> <p>Next steps are to survey students about the model and their knowledge of next stages in their learning.</p>
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<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 students not eligible for Pupil Premium, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Raise Achievement in English and Mathematics 4/5 for Pupil Premium students.	<p>Core Plus small group tuition for those who are eligible.</p> <p>After school provision with Learning Mentors for those eligible in English and Mathematics.</p> <p>Use of PiXL conferences for those on 4/5 boundary.</p>	<p>11 Pupil Premium students attended English form time interventions. The impact is variable between individual students however, on the whole, the data suggests little to no improvement in whole grade when compared to ELP 1. In terms of Languages, two students increased the grade. For Literacy, two students increased a grade, for one student this was significant with an increase of three grades from ELP 1.</p> <p>Mathematics form time intervention showed little impact in terms of ELP grades. However, teachers and students reported increased confidence levels in students and a willingness to engage positively in lessons.</p> <p>Overall progress in the English and Mathematics buckets: improved from 2016/2017 outcomes. If a non-attending outlier was removed this would increase significantly.</p>	<p>Form time interventions for targeted students will continue next year but the process will be modified to ensure:</p> <ul style="list-style-type: none"> <li>• they are timelined</li> <li>• closely linked to PLCs</li> <li>• PiXL Intervention Manager to be used to ensure that there is impact from the process.</li> </ul> <p>Learning Mentors will continue to work directly with vulnerable identified Pupil Premium or Pupil Premium + students.</p> <p>Review the possibility of conference attendance for 2018/2019.</p>

<p>Improved rates of progress for high attaining Pupil Premium students.</p>	<p>Orbit Coaching Peer Tutoring for Key Stage 4 students matching area of need carefully with tutor. Initially this will focus on CORE and English Baccalaureate subjects.</p> <p>Introduce “The Brilliant Club” at Key Stages 3 and 4. Years 7 and 8 strategy for more able.</p>	<p>Orbit Group: The three students selected for the Orbit group all achieved estimated positive progress scores between 2.19 and 1.44.</p> <p>“The Brilliant Club” was introduced with Year 10 after the school responded to concerns with attitude of some of the more able students. This was run as a pilot scheme due to the high costs involved. 9/11 students 82% were disadvantaged with 36% living in the most deprived areas. Pilot in house “The Brilliant Club” - style workshops delivered with more able at Key Stage 3. Awaiting feedback from student survey.</p>	<p>This strategy will be continued next year but we will widen the selection criteria for Pupil Premium students to expose them to a wide range of university careers and aspirations etc. We will widen activities into Years 9 and 10. We have already begun an in house “The Brilliant Club” style programme delivered by Alumni and teaching staff on particulates and pollution.</p> <p>All students improved on the baseline mark by an average of 10%. Attitude to University and Higher Education had significantly increased at the end of the programme (see “The Brilliant Club” impact report).</p> <p>We will look to expand this programme into Key Stage 3 in the next academic year. Possibly looking to run Key Stage 3 and 4 groups.</p>
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<p>Key Stage 3 Numeracy and Literacy intervention to ensure that Year7 students close the gap with their peers.</p>	<p>Literacy and Numeracy catch up set up in Year 7 for students who arrived with below age related expectations for example scaled score less than 100. Language through Literacy programme in Years 7 and 8.</p> <p>For Years 7 and 8 Numeracy this will take the place of intervention sessions.</p>	<p>For the Pupil Premium students taking part 100% increased reading scaled scores between September and June. 100% increased spelling scaled scores between September and June. One student participated in the Numeracy intervention and also improved his score. All non-Pupil Premium students improved from their individual start points.</p>	<p>This strategy will be continued in the next academic year.</p>
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Behaviour interventions.	BEST Team support.  BEST Student and Family Counsellor.	Counsellor attended all Looked After Children Personal Education Plans meetings with Pupil Premium Learning Mentor.  BEST Team closely monitored the behaviour and attitudes of Pupil Premium students.	Pupil Premium Learning Mentor now attends all Looked After Children meetings for improved communication between outside agencies and the school.  The school is now using a cumulative behaviour report led by the BEST Team to monitor behaviour data generated by subgroup including Pupil Premium Free School Meals and Looked After Children students. This will lead to faster interventions before serious problems arise and better communication within the Pupil Premium / BEST Team.
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on students not eligible for Pupil Premium, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Target Pupil Premium students to attend after school sessions in Key Stage 4.	Incentivised after school study programmes to ensure Pupil Premium students have access to resources and materials.	Student voice proved this to be a successful strategy for those who attended. However, not all Pupil Premium students did so including the hard to reach students. There is no correlation between Progress 8 score and attendance for individuals.	Those Pupil Premium students who attended did so regularly. However, there remained a core of hard to reach students. As a result we are reviewing the intervention process whole school for the next academic year. Incentivised revision will still be offered but will be part of a bigger department wide strategy for all students.

<p>Ensure that Pupil Premium families have a point of contact with increased engagement.</p>	<p>Pupil Premium Learning Mentors x 2.</p>	<p>Parental contacts have increased for all Year groups for example Year 7 - 92% of all Pupil Premium eligible parents have been contacted.</p> <p>Missed parent consultation evening appointments are actively followed up and alternatives sought to match the needs of each family.</p>	<p>We have decided to review communication with parents and teachers regarding the purpose of Pupil Premium funding and also increased the number of parental contacts. New protocols to alert all staff new Free School Meals students have been set up.</p>
<p>Monitor the attainment and progress of Pupil Premium students and intervene swiftly if the need arises.</p>	<p>Data / Attendance / Administration costs.</p>	<p>4 Matrix allowed teachers and Curriculum Leaders to effectively track the performance of disadvantaged students.</p>	<p>Overall Pupil Premium progress increased to -0.25 from -0.38 the previous year.</p> <p>We will continue to use 4 Matrix reports but develop ALPS Connect as a method of reporting to all stakeholders.</p> <p>Disadvantaged Year 11 (2019) are forecasted on ELP data to improve Progress 8 score against 2018 outcomes.</p>

<p>Address Barriers to learning.</p>	<p>New whole school Pupil Premium tracker set up which is filterable by barrier to learning to ensure each Pupil Premium student receives targeted support.</p> <p>Careers and Aspirations.</p>	<p>Pupil Premium Tracking system established.</p> <p>The school records indicate that 100% of Pupil Premium students have applied for Post-16 Provision. 17 students applied for Thorpe St Andrew School and Sixth Form. This will be updated once Norfolk County Destination data is released.</p>	<p>Further modifications to the tracker to allow subject interventions to be better tracked and evaluated. We will explore further access by teaching staff. We will continue to work closely with the careers team by ensuring parent and student attendance at the careers fair (Learning Mentors to attend with students where parents cannot).</p> <p>Referrals to careers (attended by Pupil Premium Team if needed).</p> <p>Monitoring Post-16 applications.</p> <p>Assisting with any work experience requests as needed.</p>
<p>Free School Meals attendance matches or is better than non-Pupil Premium students.</p>	<p>New attendance protocols and Bromcom tracking established, which alerts students and carers to problems at an early level 93 – 95%. Attendance Newsletter established.</p>	<p>Overall Free School Meals attendance = 90.7%. Pupil Premium Attendance = 92.9% (91.7% in 2017). Looked After Children 82.3% (one outlier). All others above 90%. Attendance overall = 95.3%. The number of Pupil Premium exclusions has reduced from 2016/2017 to 2017/2018 from 10 to 4.</p>	<p>Disadvantaged and Free School Meals attendance will continue to remain a focus for the academic year 2018/2019.</p> <p>New BEST Team and attendance protocols will continue to be embedded over the next academic year. BEST Team and Pupil Premium Learning Mentors to continue to work closely together.</p>

<p>Ensure that Pupil Premium progress matches or better than that of non-Pupil Premium and the gap is closing.</p>	<p>Overall coordination and leadership (Assistant Principal x 1).</p>	<p>Fortnightly Achievement for ALL (AFA) group meeting with Special Educational Needs/English as an Additional Language to ensure no student is left behind.</p>	<p>We will continue with this approach next year. AFA meetings will continue but we will explore how to communicate this information better to Curriculum Leaders and the wider leadership team.</p> <p>Year 11 Progress 8 data has improved from -0.31 in 2017 to -0.25 in 2018.</p>
<p>All students have access to the best quality teachers.</p>	<p>Appointment and delivery of high quality teaching staff across all curriculum areas, but particularly in English and Mathematics.</p> <p>Teaching staff to be held accountable for assessing and monitoring progress of students eligible for Pupil Premium and implementing appropriate intervention strategies in cases of underachievement.</p>	<p>Improvements have been seen in the progress for disadvantaged students in all Progress 8 buckets.</p> <p>See table below: Overall Pupil Premium Progress 8 has improved from 2017 and is set to improve further in 2019.</p> <p>(4 Matrix press release summer 2018 Year 10.)</p> <p>Whole school Progress 8 whilst still in line with the national average for progress has improved from +0.02 to a provisional +0.06.</p>	<p>The introduction of ALPS Connect and the Marginal Gains strategy will ensure that Pupil Premium students are targeted effectively.</p> <p>The Messenger will be used to further share Pupil Premium best practice.</p> <p>Assistant Principal - Achievement will visit schools who have significantly improved Pupil Premium outcomes to share practice.</p>

<ul style="list-style-type: none"> <li>Progress by Bucket</li> </ul>	<ul style="list-style-type: none"> <li>Unvalidated 2018 (Department for Education) Pupil Premium Thorpe St Andrew School and Sixth Form</li> </ul>	<ul style="list-style-type: none"> <li>Thorpe St Andrew School and Sixth Form 2017 (Department for Education validated)</li> </ul>
<ul style="list-style-type: none"> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>-0.27</li> </ul>	<ul style="list-style-type: none"> <li>-0.42</li> </ul>
<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>-0.26</li> </ul>	<ul style="list-style-type: none"> <li>-0.34</li> </ul>
<ul style="list-style-type: none"> <li>English Bacculaureate</li> </ul>	<ul style="list-style-type: none"> <li>-0.36</li> </ul>	<ul style="list-style-type: none"> <li>-0.39</li> </ul>
<ul style="list-style-type: none"> <li>Open</li> </ul>	<ul style="list-style-type: none"> <li>-0.26</li> </ul>	<ul style="list-style-type: none"> <li>-0.37</li> </ul>
<ul style="list-style-type: none"> <li>Overall Progress 8</li> </ul>	<ul style="list-style-type: none"> <li>-0.25 (adjusted)</li> </ul>	<ul style="list-style-type: none"> <li>-0.38</li> </ul>