

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

Whole School Priorities

- Reduce in-school variation so that all children, in all subjects, make outstanding progress and attain outstanding results.
- Improve the progress of children from disadvantaged backgrounds to be above average across nearly all subject areas.

Overall strategic statements:

- Developing a thorough and systematic approach to quality control of all aspects of school life and building this into the cycle of self-evaluation, improvement planning and impact analysis.
- Raising the aspirations of all stakeholders through effective communication, systems and training.
- Improving the processes for gathering and using the views of stakeholders.
- Improving the overall quality of teaching.
- Improving the quality of homework across the school.

Overall Priority For Disadvantaged

- Improve the progress of children from disadvantaged backgrounds to be above average across nearly all subject areas.

Key aspects:

Leadership and Management

- Positively discriminate in favour of disadvantaged children and live by the motto of; 'engage and inspire all' to ensure that students are getting what they need, not every child getting the same.
- To improve the monitoring systems for assessing the quality of teaching and learning, attendance, behaviour, leadership and management and pupil progress throughout the year so that appropriate alterations and interventions can be put in place where required.
- Develop a detailed operational raising achievement plan for disadvantaged pupils.
- Further develop provision mapping for disadvantaged pupils by including outcomes of all interventions and the proportional cost of each.
- Ensure that all interventions have targets so that the effectiveness of each intervention can be robustly evaluated by leaders and governors.

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

- Create a pupil premium strategic group led by the Assistant Headteacher in charge of PP. Membership will be key stakeholders, including Heads of Year and attendance lead, core subject leaders and Intervention Tutors. The relevant governor should be invited as an observer, when appropriate.
- Insist that all teachers know who the disadvantaged pupils are in each class that they teach. Populate the PP contextual information so that teachers have these easily accessible.
- Insist that all subject areas, particularly core subjects, amend their improvement plans to take full account of the objectives in the suggested whole school plan. Insist on measurable impact targets and robustly hold these leaders to account at every line management meeting.
- Improve monitoring at all levels with respect to disadvantaged pupils. This includes:
 - Frequent work sampling by subject leaders and senior leaders so that aspects of teaching can be refined, adapted or improved – ensure robust follow up of any action points.
 - Making sure that the core subject leaders know why disadvantaged pupils are underachieving in their respective subjects. Establish if there are any key subject specific barriers to learning. Ensure that strategies to address these are explicitly referenced, with measurable targets, in the recommended revised improvement plans.
 - Requiring all leaders to evaluate teaching and learning for disadvantaged pupils in all monitoring activities, even when this group are not the precise focus of such activities.
- Improve the effectiveness of governance in this area of school improvement, by:
 - robustly holding leaders to account each half term for the suggested targets in the operational plan
 - checking regularly that all strategies, some of which may not feature in the plan but may be in the provision map, are good value for money because they are having a strong impact on improving the achievement of disadvantaged pupils
 - making sure that governors receive appropriately regular reports which provide them with sufficient detail to hold leaders to account as well as support leaders
 - requiring core subject leaders to account to governors for the impact of their work on improving outcomes for disadvantaged pupils, at least three times per year for each subject
- Develop a collective responsibility for the progress of disadvantaged children by regular sharing of progress data and the success, (or not), of strategies
- Develop a PP student voice to identify the core barriers to learning and share this information with all staff.

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

Teaching and Learning

- Improve teaching, and thereby raise achievement, for disadvantaged pupils, so that the characteristics of underachievement that were observed are eradicated, by the following non-negotiable across the school – in every lesson, every day teachers must **CATCH**:
 - **C**heck the work of disadvantaged pupils ensuring they are not falling behind by using ‘live marking’ and setting short term goals in lessons
 - **A**spire to greatness by having high expectations of what disadvantaged pupils are capable of achieving by insisting that work is well presented, accurate, completed to the pupils’ best standard and marked in line with the school policy
 - **T**alk to every disadvantaged child directly to support vocabulary development, speaking and listening skills
 - **C**apture the good by finding appropriate ways to praise and reward disadvantaged children in particular, through the school rewards system
 - **H**omework – ensure disadvantaged children understand what is expected of them, have the resources to complete the work and actually complete it. Intervene with support every time the homework isn’t completed to a high standard
- Introduce the SPOTLIGHT challenge
 - Train teachers in what senior leaders expect from these and check the impact in books at the mid-point as well as at the end – report ‘headlines’ to governors
 - Involve pupils in the SPOTLIGHT challenges by developing metacognition skills so that pupils develop the resilience to determine how they can meet their targets

Behaviour, safety and welfare

- Incorporate meetings with the Headteacher & appropriate staff into the hierarchy of ‘warnings’ for those disadvantaged pupils who have high rates of persistent absence.
- Introduce rewards, more often, for the ‘top 30’ most improved attendees – ensure, wherever possible, that half of these are disadvantaged. Use tangible rewards (perhaps suggested by pupils), praise letters, phone calls home and high-profile attendance displays.

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

- Analyse in more detail why disadvantaged pupils receive higher proportions of behaviour points (C3's) than other pupils. Look at any correlations between the quality of teaching so that precise actions can be implemented to improve the behaviour of disadvantaged pupils by adapting teaching for relevant pupils.
- Make sure that the attendance team, heads of year and, particularly, form tutors are held much more to account for improving the attendance of disadvantaged pupils. This will require more robust monitoring as well as senior leaders making clear what their expectations are.
- Analyse if there is any disproportionality between disadvantaged pupils and others who have positions of responsibility.
- Develop the home-school relationships with parents of disadvantaged children

Specific Interventions

- Develop the SPOTLIGHT model
 - 10 disadvantaged children from each of years 7, 8, 9 10 & 11 selected for intensive support led by the Intervention Tutors.
 - PP Strategy Group select the children based upon all available data & contextual knowledge of the students
 - PP strategy group set measurable targets and plan for achieving
 - Detailed targets drawn up for all 50 children, each half term.
 - Intervention Tutor to liaise with parent and child to discuss targets and the strategies for achieving targets.
 - Information shared with all staff
 - Progress measured weekly and at the end of the half-term
 - Success shared and celebrated/lack of success analysed
 - Process repeated with altered groups every half-term
- SLT mentoring/ownership scheme for Year 11
- Develop after-school interventions for all subjects in Year 11 to ensure, where possible, that at least half of those invited are PP

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

Success Criteria	Current targets. Milestones included in action plan				
	Year 7	Year 8	Year 9	Year 10	Year 11
Attendance	95%	95%	95%	95%	95%
Persistent Absence	13.5%	13.5%	13.5%	13.5%	13.5%
Views of Children	Once per year	Once per year	Once per year	Once per year	Once per year
Views of Parents	Once per year	Once per year	Once per year	Once per year	Once per year
Views of staff	Once per year				

Success Criteria	Actions	Who	Time Frame	Resources / Related Detailed Actions	Monitoring	Milestones			Evaluation
						Dec 2019	March 2020	July 2020	
1. Leaders have rigorous procedures in place to ensure PP spending is being targeted effectively	Produce PP specific provision map & accurate staff costings.	HWE	Written in first ½ term and reviewed termly.	Provision Map, Staffing calculator.	Termly report to Governors via PP Governor.	PP Governors report clearly shows how leaders have been held to account for PP spending.	PP Governors report clearly shows how leaders have been held to account for PP spending.	PP Governors report clearly shows how leaders have been held to account for PP spending.	
	Produce Operational Plan for PP students.	HWE	Written in first ½ term and reviewed termly.			Operational plan RAG rated for Autumn term.	Operational plan RAG rated for Spring term.	Operational plan RAG rated for Summer term.	
	Regular PP review meetings.	SLT	½ termly meeting with all stakeholders. Fortnightly meeting with HOYs/Attendance. SLT weekly meetings.	Meeting minutes.	Meeting minutes checked by HWE	1 st round of SPOTLIGHT has been completed and post-challenge meeting has taken place. Timetabled meetings regularly taking place. PP Governors report is submitted. Improvements in the length/quality of children's work evident.	4 th round of SPOTLIGHT has been completed and post-challenge meeting has taken place. PP attendance has improved.	All rounds of SPOTLIGHT are completed. PP attendance meets success criteria outlined above.	

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

	<p>PP report delivered to governors.</p> <p>Regular book looks with PP children to establish progress in learning and barriers, targeting students whose progress is a concern.</p> <p>PP focus in lesson observations.</p> <p>Student Voice meeting for learning styles & behaviour.</p>	<p>HWE</p> <p>SLT SL's</p> <p>SLT SL's</p> <p>HWE HOYs</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>Monitoring spreadsheet</p> <p>Observation form</p> <p>Pupil Premium Register, PP profiles.</p>	<p>Check & ensure report is of a high standard</p> <p>Monitoring spreadsheet monitored by HWE</p> <p>SLT/SL's to perform all observations and work scrutiny.</p> <p>Report to be delivered to SLT termly.</p>	<p>PP Governors report is reviewed by PP Governor.</p> <p>80% of teachers' books demonstrate no gap between PP & non-PP work.</p> <p>100% of teachers demonstrating the use of CATCH in lessons.</p> <p>Year 10 student voice meeting for disadvantaged students with high behaviour points takes place. 1st report delivered to SLT. Action plan drawn up.</p>	<p>PP Governors report is reviewed by PP Governor.</p> <p>90% of teachers' books demonstrate no gap between PP & non-PP work.</p> <p>100% of teachers demonstrating the use of CATCH in lessons.</p> <p>Action points from Autumn have been acted upon. Year 7 Student Voice meeting takes place. 2nd report delivered to SLT. Action plan drawn up.</p>	<p>PP Governors report is reviewed by PP Governor.</p> <p>100% of teachers' books demonstrate no gap between PP & non-PP work.</p> <p>100% of teachers demonstrating the use of CATCH in lessons.</p> <p>Action points from Spring have been acted upon. Year 9 Student Voice meeting takes place. 3rd report delivered to SLT.</p>	
<p>2. Middle leaders' interrogation of data establishes any PP not making sufficient progress and identifies barriers to learning.</p>	<p>PP actions explicitly mentioned in department improvement plans.</p> <p>Regular book looks with PP children to establish progress in</p>	<p>HODs</p> <p>SLT SL's</p>	<p>At every assessment point.</p> <p>½ termly</p>	<p>Department Improvement plans</p> <p>Monitoring spreadsheet</p>	<p>SLT to scrutinise DIPS.</p> <p>Monitoring spreadsheet monitored by HWE.</p>	<p>Departments meeting individual PP targets for Autumn Term.</p> <p>80% of teachers' books demonstrate no gap between PP & non-PP work.</p>	<p>Departments meeting individual PP targets for Spring Term.</p> <p>90% of teachers' books demonstrate no gap between PP & non-PP work.</p>	<p>Departments meeting individual PP targets for GCSEs.</p> <p>100% of teachers' books demonstrate no gap between PP & non-PP work.</p>	

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

	<p>learning and barriers, targeting students whose progress is a concern.</p> <p>PP focus in lesson observations.</p> <p>Ensure teachers are targeting pupils with appropriate intervention.</p>	<p>SLT SL's</p> <p>SLT SL's PM's</p>	<p>½ termly</p> <p>After every assessment point</p>	<p>Observation form</p> <p>Intervention tracking sheets.</p>	<p>SLT/HODS to perform all observations/bo ok looks.</p> <p>SLT to monitor data.</p>	<p>100% of teachers demonstrating the use of CATCH in lessons.</p> <p>60% of students demonstrating an improvement assessment outcomes for students placed in intervention.</p>	<p>100% of teachers demonstrating the use of CATCH in lessons.</p> <p>80% of students demonstrating an improvement assessment outcomes for students placed in intervention.</p>	<p>100% of teachers demonstrating the use of CATCH in lessons.</p> <p>100% of students demonstrating an improvement assessment outcomes for students placed in intervention.</p>	
<p>3. Lessons are well planned and take into account the needs of individual pupil premium students.</p>	<p>PP profiles are printed and distributed to all teaching staff to be kept in a teaching and learning folder to inform planning.</p> <p>Teachers incorporate the CATCH model into all lessons & plan for CATCH.</p>	<p>SLT & SL's</p> <p>Class teachers</p>	<p>½ termly to ensure the PP register is up to date.</p> <p>Daily</p>	<p>Printing of PP profiles. Regular updates from DFE website of PP students.</p> <p>Regular CPD to take place on how to use CATCH in the classroom.</p>	<p>HWE</p> <p>SLT</p>	<p>100% of staff have seating plans and PP plans printed and up to date.</p> <p>Twilight CPD in September has a session on practical strategies for CATCH in the classroom. CPD on practical strategies for using CATCH. 100% of teachers demonstrating the use of CATCH in lessons.</p>	<p>100% of staff have seating plans and PP plans printed and up to date.</p> <p>Twilight CPD will look at homework & differentiation for PP students. CPD on practical strategies for using CATCH. 100% of teachers demonstrating the use of CATCH in lessons.</p>	<p>100% of staff have seating plans and PP plans printed and up to date.</p> <p>CPD on practical strategies for using CATCH. 100% of teachers demonstrating the use of CATCH in lessons.</p>	

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

	<p>Teachers liaise with PM's to ensure that all students on the SPOTLIGHT challenge are being challenged and targeted for the duration of the challenge.</p> <p>CPD is focused on how to positively discriminate against disadvantaged students.</p>	<p>Class teachers /PM's</p> <p>All staff</p>	<p>Weekly</p> <p>½ termly</p>	<p>Targets and students shared with staff on a half termly basis.</p> <p>CPD facilitators, INSET time factored into Academy calendar.</p>	<p>HWE</p> <p>MLA/HWE</p>	<p>1st round of SPOTLIGHT has been completed and post-challenge meeting has taken place. Impact of intervention evidenced in books.</p> <p>Twilight CPD in September has a session on practical strategies for CATCH in the classroom. Briefing bites on practical strategies for using CATCH. 100% of teachers demonstrating the use of CATCH in lessons.</p>	<p>4th round of SPOTLIGHT has been completed and post-challenge meeting has taken place. Impact of intervention evidenced in books.</p> <p>Twilight CPD in will look at homework & differentiation for PP students. Briefing bites on practical strategies for using CATCH. 100% of teachers demonstrating the use of CATCH in lessons.</p>	<p>All rounds of SPOTLIGHT have been completed and post-challenge meeting has taken place. Impact of intervention evidenced in books.</p> <p>Briefing bites on practical strategies for using CATCH. 100% of teachers demonstrating the use of CATCH in lessons.</p>	
<p>4. KS3 PP intervention is effectively planned and organised and demonstrates progress in subjects through individualised targets for students</p>	<p>SPOTLIGHT challenge is undertaken, which will target PP students whose progress is causing a concern.</p>	<p>Class teachers /I Tutors</p>	<p>Daily</p>	<p>Targets and students shared with staff on a half termly basis.</p>	<p>HWE</p>	<p>1st round of SPOTLIGHT has been completed and post-challenge meeting has taken place. Impact of intervention evidenced in books</p> <p>60% of PP in each year group making expected progress from starting points.</p>	<p>4th round of SPOTLIGHT has been completed and post-challenge meeting has taken place. Impact of intervention evidenced in books.</p> <p>80% of PP in each year group making expected progress from starting points.</p>	<p>All rounds of SPOTLIGHT have been completed and post-challenge meeting has taken place. Impact of intervention evidenced in books.</p> <p>100% of PP in each year group making expected progress from starting points.</p>	

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

	<p>PP progress meetings to record specific focus on PP pupils' progress & attainment – identifying barriers and next steps.</p> <p>Improving reading skills of PP students through Daily Reading program & Whole School Literacy.</p> <p>Enhanced Learning lessons for Years 7-9, focusing on additional literacy support for low PP attainers</p>	<p>PP working party</p> <p>Class teachers /English teachers</p> <p>English teachers & TA's</p>	<p>½ termly</p> <p>Daily</p> <p>3 lessons per fortnight</p>	<p>Minutes & records of meetings. Trackers, which identify the performance of KS3 PP students.</p> <p>Well-stocked and up to date library. Each student to have a reading book. Each Year 7 English group has a library lesson.</p> <p>Planned resources & exercise books.</p>	<p>HWE</p> <p>HLE, RWE</p> <p>KMI & DSH</p>				
5. PP voice is used effectively to identify barriers and to support book scrutiny and data and inform teachers of next steps	Student Voice meeting for learning styles & behaviour.	HWE	Termly	Targets shared with staff regularly. Meeting time organised.	HWE	Year 10 student voice meeting for disadvantaged students with high behaviour points takes place. Student Parliament Meeting takes place. Year 7 Cuppa & a chat takes place. Reports are delivered to SLT & actions drawn up.	Action points from Autumn have been acted upon. Year 7 Student Voice meeting takes place. 2 nd report delivered to SLT. Action plan drawn up.	Action points from Spring have been acted upon. Year 9 Student Voice meeting takes place. 3 rd report delivered to SLT.	

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

<p>6. Attendance of PP students is in line with national average for all pupils and the difference in attendance in school of PP compared with non PP is diminishing</p>	<p>Incorporate meetings with Head of Year into the hierarchy of warnings for those disadvantaged pupils who have high rates of persistent absence.</p> <p>Bespoke PP Attendance plans are drawn up for each year group.</p>	<p>SBC & HoYs</p> <p>SBC & HoYs</p>	<p>Monthly attendance reports.</p> <p>Termly</p>	<p>Outcomes of meetings & targets shared with all staff. Monthly attendance reports.</p> <p>PP Action plans, fortnightly HOY meetings, meetings with SLT regarding PP attendance, PP attendance budget.</p>	<p>SBC & HoY's</p> <p>HoYs</p>	<p>Individual PP attendance figures outlined in attendance plans for Autumn Term are met.</p> <p>Individual PP attendance figures outlined in attendance plans for Autumn Term are met.</p>	<p>Individual PP attendance figures outlined in attendance plans for Spring Term are met.</p> <p>Individual PP attendance figures outlined in attendance plans for Spring Term are met.</p>	<p>Individual PP attendance figures outlined success criteria above are met.</p> <p>Individual PP attendance figures outlined in attendance plans for Summer Term success criteria above are met.</p>	
<p>7. Home-school relationships are developed with parents of disadvantaged children</p>	<p>Form tutors to make contact with all parents of PP students in the first half term.</p> <p>Year 11 mentoring to include regular updates and meetings with parents.</p> <p>Year 11 PP Progress Evening in Sept 2019.</p>	<p>Form tutors</p> <p>SLT</p> <p>SLT</p>	<p>1st half term</p> <p>½ termly</p> <p>September 2019</p>	<p>SIMS</p> <p>Year 11 mentoring pack. Results analysis and current performance grades for mentors.</p> <p>Year 11 mentoring pack. Results analysis and current performance grades for mentors</p>	<p>HoYs</p> <p>SLT</p> <p>SLT</p>	<p>n/a</p> <p>Departments meeting individual PP targets for Autumn Term.</p> <p>Departments meeting individual PP targets for Autumn Term.</p>	<p>n/a</p> <p>Overall between PP & non PP students to be less than 1 in February mocks.</p> <p>Departments meeting individual PP targets for Spring Term.</p>	<p>n/a</p> <p>Overall gap between PP & non PP students to be less than 0.5.</p> <p>Overall gap between PP & non PP students to be less than 0.5.</p>	
<p>8. Year 11s' attainment is improved</p>	<p>Year 11 mentoring by SLT. To include regular</p>	<p>SLT</p>	<p>½ termly</p>	<p>Year 11 mentoring pack. Results analysis and current performance grades for mentors</p>	<p>SLT</p>	<p>Departments meeting individual PP targets for Autumn Term.</p>	<p>Departments meeting individual PP targets for Spring Term.</p>	<p>Overall gap between PP & non PP students to be less than 0.5.</p>	

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

	updates and meetings with parents. Year 11 PP Progress Evening in Sept 2019.	SLT	September 2019	Year 11 mentoring pack. Results analysis and current performance grades for mentors.	SLT	Departments meeting individual PP targets for Autumn Term.	Departments meeting individual PP targets for Spring Term.	Overall gap between PP & non PP students to be less than 0.5.	
9. Homework is being consistently set & takes into account the needs of disadvantaged children	All homework will be consistently set on Classcharts & form tutors will support students' access to this. The quality of homework being set will ensure that all children will be able to complete this.	HWE & Form Tutors SL's	Daily Daily	Classcharts software programme. Classcharts Homework software programme, SIMS behaviour points updates, knowledge organisers for each subject.	HWE HWE	All teachers will set at least 80% of required amount of homework in the Autumn term. 100% of students will have accessed and used Classcharts. Review and evaluation of homework setting by a core team will have taken place & results will be analysed. Year 10 PP voice meeting will raise the topic of homework & will identify barriers to completing homework.	All teachers will set at least 80% of required amount of homework in the Spring term. 100% of students will have accessed and used Classcharts. Homework completion & PP evaluation will take place at the end of the term to evaluate its success.	All teachers will set at least 80% of required amount of homework in the Autumn term. 100% of students will have accessed and used Classcharts. Changes will be made to the new homework strategy based on outcomes of Spring Term evaluation. June INSET will launch homework strategy for all staff. Summer term will be devoted to homework planning in preparation for launch with whole school in 2019-2020.	
10. All PP children to participate in extra-curricular activities & leadership roles to raise aspirations of PP children	Key Stage 3 Student Leadership roles are given to Pupil Premium children in Year 7 & 8 to promote engagement	SL's & HoY for Year 7&8	Daily	n/a	HoDs	HoDs meet with PP children to outline the leadership role. Children participate in Open Evening as tour guides & helpers. Behaviour & attendance of selected PP children improves and meets	Leadership role continues. Behaviour & attendance of selected PP children improves and meets targets outlined above.	Evaluation of PP leadership roles takes place & changes are made in preparation for 2019-2020. Behaviour & attendance of selected PP children improves and meets	

OPERATIONAL RAISING ACHIEVEMENT PLAN FOR DISADVANTAGED CHILDREN 2019/2020

	in wider school life.					targets outlined above.		targets outlined above.	
	Widening Participation partnership with Sheffield University is developed further to introduce disadvantaged children to career options and aspire them to go to university.	SBU FRO CEV	Ongoing, as events arise	PP Steering Group meetings, Careers Advisory Network, follow-up activities & evaluations for each talk/event.	SBU/FRO/CEV	25xYear 9 students attend the Sheffield Schools Careers Fair.	Year 7s & 8s participate in University introductory workshops about university life & core skills required to attend university. Careers questionnaires given to all year groups to evaluate children's future choices, which demonstrates an increase in children's understanding of their next steps.	Years 8-10 participate in Careers workshops during activities week. Evaluation and review of careers programme is undertaken through student, staff & parent voice.	
	Year 11 PP children meet with an independent careers advisor to support with college applications and Post 16 choices.	AEV ARO CEV	Autumn Term	Independent Careers Advisor, meeting room, timetable of meeting times.	AEV ARO CEV	Meetings with Year 11s take place and individualised feedback is given and distributed to SLT mentors and parents. College interviews take place & conditional offers are offered.			

The above strategies are in place to ensure underperforming PP students' expected outcomes are in line with other pupils nationally