

## PP January 2023 interim evaluation

Activity	Work underway, planned and impact of activity
Following the disruptions of the pandemic we have reaffirmed the use of the <b>PP First strategy</b> with all teaching staff.	Strategy continues in all subject areas as one of our non-negotiables. Implementation checked through lesson walks and observation cycle
All teaching staff continue to have <b>performance management targets</b> linked to the academic performance of PP & SEN students.	Mid-year review is due soon and this will once again focus the challenge and importance of PP outcomes in teachers minds
PP outcomes play a central role in <b>Department evaluations</b> .	Recent data dives have analysis highlighting weaker areas of PP performance and identifying PP students who need intervention to help close the progress gap. Year 9 – no PP gap at present in the current grade data. This is the first data drop for the year group and further analysis will be done and the first subject specific intervention groups defined after the T4 data drop. Year 10 – 0.44 gap in current data – this is slightly higher than the previous year and specific students have been identified in every subject for intervention Year 11 – 0.44 gap – this is lower than the previous year and points to better outcomes in 2023 however outliers still have a major influence on the data. Specific students in all subjects identified for interventions moving forward.
On-going commitment to <b>teacher CPD</b> focussing on research-based improvements in pedagogy. This year we are focussing on training around retrieval practice, behaviour management and literacy/reading.	2x Training has been done around reading to support literacy development which is a central plank in the strategy to improve PP outcomes. Training on behaviour management and retrieval practice has also been completed this year.
Explicit teaching of <b>literacy in daily lessons</b> across all subjects. Focus centres around improving oracy and reading in lessons	Oracy starters continue and are monitored through lesson walks and the observation cycle. Following staff training a focus group of staff have started to work on reciprocal reading – this will be cascaded to other staff in the future. Staff Literacy Toolkit circulated outlining college approach to literacy instruction and support.
Additional teaching time given to English department to deliver <b>weekly reading</b> intervention with all Year 9 students	All students in Year 9 have a reading lesson a week or two lessons over two weeks. Over the year students will read three substantive texts: a classic novel; a modern classic and a collection of literary short stories  All students follow the reading of the text with a ruler, reading ruler or straight edge and the texts are read in different ways: the whole class will read with each student reading a short extract out loud; the teacher will read some of the text out loud; the teacher may use an audiobook reading of the text. The reading is punctuated by periods of active engagement involving the whole

	<p>class, where discussion of plotlines, writer's intention and/or use of language and structure is common.</p> <p>82% of students supported the idea that the reading lessons were positive experiences compared to more than 46% of respondees who said they rarely or never read outside of school. 52% of PP respondees agreed that they rarely or never read outside of school and several students have told me that the reading lessons have allowed them to finish a book for the first time ever.</p>
<p>Annual licences for a number of <b>IT packages</b> that help promote independent study across a wide range of subjects. PP students targeted for additional support in accessing and becoming proficient with these packages to aid their progress.</p>	<p>GCSE Pod licence has expired. It was deemed too expensive to replace as subject engagement had also fallen considerably. SAM Learning to replace. Curriculum leader training will take place on Mon Jan 23<sup>rd</sup> ahead of roll out to all KS4 students.</p>
<p>A number of staff have chosen to be <b>PP Champions</b> within their department as part of their performance management. They coordinate PP catch up and intervention work across their subjects. This can include after college, weekend or holiday sessions.</p>	<p>Limited number of staff have identified themselves as working on PP outcomes as part of their wider performance management – to be followed up through curriculum leaders on Jan 23<sup>rd</sup></p>
<p>Employment of a <b>Learning Mentor</b> to support English/literacy interventions. Work includes guided reading groups, lexoniks, pre teaching of tier 3 vocabulary, support with English texts.</p>	<p>Employed JAd who will begin with us on Thursday 26<sup>th</sup> Jan on a 12 month contract. Significant training will be required. JAd has begun to run Guided reading sessions with Year 9 PP students as well as supporting in English.</p>
<p><b>Inclusion support</b> including mental health counselling and students placed in the College's onsite Aspire alternative provision. Specific staff employed to deliver this provision.</p>	<p>Place to be counsellor has just been appointed to begin work. She has defined 7 students to begin work with and referrals will begin to add more from now on. PP to be prioritised.</p>
<p><b>Grow it Cook it</b> curriculum offer. Developed for students who need additional literacy support and struggle with the workload associated with 4 option subjects.</p>	<p>Touch type read spell continues to be used with these students. Compiling details of impact at present. GiCi contains other specific literacy lessons – again impact on all and PP within group being compiled.</p>
<p><b>Parents Evening Plus</b> with Years 9-11 and associated follow up.</p>	<p>Events to continue this year</p>
<p><b>Targeted literacy support</b> using staff with specialised training and utilising packages such as Lexoniks, touch type read spell and read write toolbar.</p>	<p>Lexoniks has been used with 37 students in Year 10 so far. 16 of which were PP and 8 were SEN. Good progress was made by majority (only 3 of 37 did not). Detailed impact: 37 total – 34 improved their standardised scores</p>

	<p>x24 by 1-9 points increase moving from below average to average on the scoring system</p> <p>x6 by 10 – 19 points moving from below average to high average</p> <p>x2 by 20 – 29 points moving from average to superior</p> <p>x2 by over 30 points moving from average to superior/very superior</p>
<p><b>Targeted pastoral support</b> and mentoring. This can include support, monitoring and interventions around poor behaviour or weak progress.</p>	<p>Pastoral team continue to manage target card and other interventions with students e.g in Year 10 data analysis used to identify PP students with A2L scores of 3 or worse but who had attendance above 50% for these types of intervention. Currently in Year 10 26 students are on this type of intervention.</p>
<p>Use of <b>external providers</b> to deliver subject specific revision or wider study skills</p>	<p>Not started yet – looking to now book 1 day revision speakers similar to last year which proved to be effective in supporting English and Science. PP students prioritised within the selection process for these workshops. English event booked for March 16<sup>th</sup>.</p>
<p>Out of term time <b>additional tuition</b>. Taking place on weekends and holiday periods (particularly Easter). College staff deliver revision/catch up sessions across the full range of KS4 subjects.</p>	<p>Planning underway for additional lessons over Easter/Feb half term with staff being paid.</p> <p>Usual range of after college revision sessions already taking place – push needed to improve PP attendance at these.</p>
<p><b>Attendance.</b> Detailed ongoing analysis of weekly and termly data is used to shape specific interventions to target and support school refusers, those on part time timetables, those below 85% attendance and students who struggle with internal truancy.</p>	<p>Improved analysis of attendance being used to intervene with PP prioritised. PA letters going out with parents asked to contact college to explain/be supported. Individual plans in place for all students with severe (50% or less) attendance.</p> <p>Tutor focus on attendance underway, target groups being developed e.g. Year 11 girls</p> <p>2x on call implemented to address internal truancy</p>
<p>PP students are also prioritised for <b>careers appointments</b> and support to raise aspirations to help focus e.g. trips to HE</p>	<p>Yes this is happening – don't have numbers on attendance – will chase this. Visiting Uni and Yr10 girls mentoring to take place later in the year.</p>
<p>PP students are prioritised in <b>option choices</b> when designing student curriculums</p>	<p>Yes this took place in October transfer window</p>
<p>PP funds continue to be made available to <b>reduce the resources gap</b> e.g. purchasing of uniform, IT at home, revision books, music lessons, technology, food, art and photography resources.</p>	<p>Wide range of funds still made available to support students with resources - all listed on the left have been supported this academic year</p>

<p>Supporting the <b>development of cultural capital</b> and PP students' wider involvement in aspects of the College that promote character development e.g. DofE, Cadets, preferential (and subsidised) places on trips</p>	<p>PP money has been allocated to support students on a number of trips e.g. English trip, – on going</p> <p>Dof E and cadets often supported by Rotary or MoD funds rather than PP</p>
<p><b>Achievement club</b> – specific Year 10 boys strategy utilizing regular gym sessions to promote positive attitudes to school and discipline/commitment to training. Supported by termly mentoring conversations around achievement in college and involving targets for improvement.</p>	<p>New gym kit purchased, assembled and in use. Second order placed and new kit to come on line in the next week or so. New a.c. system being installed – at the quotes stage at present.</p> <p>27 students (5 PP) have attended sessions so far with a smaller loyal cohort of around 12 – 14 (3 PP) now regularly attending. Now regularity has been established and students trained on safety and lifting technique more structured training programs have been written with performance targets – discussions of these are linked with wider discussions around college achievement, behaviour and career aspirations.</p>
<p>Transition support – <b>Summer school</b> - building on successful projects over the last 2 years students are mentored to support the transition from Year 8 into Year 9.</p>	<p>To be planned later in the year and based upon need once data from the middle schools is collated.</p>
<p><b>Literacy initiatives</b> – coordinated through the library a range of literacy/reading initiatives to support the development of reading for pleasure amongst students e.g. readathon, reading challenge, Post 16 reading buddies, guest authors, murder mystery competition</p>	<p>Reading challenge continues with successful tutor group having reward film afternoon this term</p> <p>Post 16 reading buddies not started yet</p> <p>Staffing changes may affect how much of this is done.</p>