1. Review of expenditure	
Previous Academic Year	2016/17
i. Teaching, Learning and Assessment	

Desired outcome	Chosen action / approach	**Estimated impact:** Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
Improve Teaching, Learning and Assessment across the school.	Analysis of areas for development based around QA1 Lesson Observation (and subsequent QA's) to ensure specific CPD can be tailored around developing these areas.	DIP sessions developed areas of teaching practice specifically for department. Impact of this saw improvements from QA1 to QA3 in areas of development which contributed to improved quality of lessons for all students	Strategies implemented during 2016 – 2017 to continue with rigorous monitoring and evaluation of impact. CPD tailored around teacher areas and coaching of development areas helps drives improvement to achieve quality first teaching

DAPs introduced in Term 6 to support increased and quality feedback for students |
| Implement effective Revision approaches. | Planned, structured revision sessions during school and out of school hours to ensure that these sessions are tailored to meet the needs of all students.

Revision guides created and given to all students. | Student outcomes for students including PP improved in Mathematics and English

Targeted revision sessions support students to improve levels of progress as sessions designed around student need following GAP of PPEs. | Timetabled revision session needed to ensure students can assess all structured revision sessions across the department.

Revision resources made available to students and parents earlier in year to encourage revision and exam preparation earlier in the year. |

Develop knowledge and understanding of effective school improvement through PiXL.	Directed attendance at PiXL events for core subjects and relevant staff to ensure curriculum updates and interventions are appropriately and effectively used.	Improvement in Year 11 Maths outcomes partly through the implementation of Pixl resources.	Pixl resources/training to be used across all subject areas including Humanities for 2017 – 2018 following improve GCSE outcomes in Maths.

Develop specific interventions to support learning and progress in English, Maths and Homework.	Planned, structured revision sessions during school and out of school hours to ensure that these sessions are tailored to meet the needs of all students. Revision guides created and given to all students. Monitor and support enrichment activities to ensure barriers to learning are removed. Whole school literacy coordinator appointed to drive standards and improve literacy across the school.	Significant improvements in 9 – 4 % achievement in Maths and sustained improvement in English at GCSE. The proportion of Pupil Premium students achieving 5A*-C increased in 2017 from 2015 and 2016 by 28.7% The gap between those students and all students also narrowed from 22.47% to 7.12%. The proportion of all students achieving 5A*-C also increased in 2017 from 2016 by 18.23%	One to One interventions have positive impact in closing the gaps in student knowledge and performance. SMH to be consistently used and monitored in the setting of homework. Paper based resources to be provided by teachers where needed.

ii. Student Outcomes

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Regular and effective data analysis is used to inform future interventions.	Use of 4Matrix to effectively and quickly analyse school data, with a specific focus on expected progress, to ensure that interventions can be implemented quickly. Introduction of a Raising Standards Leader in Year 11 and Raising Attainment and Progress meetings. Termly data analysis for all year groups followed by SL and 2ic discussion.	RSL appointment contributed to the drive for improvement and is reflected in improved student outcomes especially in English and Maths (Include comparative results)	Staff at all levels need to be trained to use 4Matrix more effectively as an analysis tool. From this appropriate and targeted interventions can be put in place. RAP meetings, this academic year, to include Science and Humanities termly Data analysis to be expectation for all teachers to take more accountability for the progress of students including vulnerable groups. SLs to ensure data conversations at held every term to challenge predictions and identify intervention strategies and monitor impact with staff

Use of Lexia and Accelerated Reader to help students with low literacy catch up.	Use of Lexia and AR to enhance and improve literacy for all students below the national expectation from KS2 (100/3A). Specific interventions from English and Maths TAs.	Lexia used as targeted intervention has supported improve literacy for students taking programme. Reading tests are to be used across all year groups to identify students needing further intervention to improve literacy over time. Provision in SEND is monitored and impact measured regularly.	Increased impact expected if used as a targeted intervention. Introduce PP Year 7 reading scheme during tutor time Increase reading time throughout the school day – departments encouraged to allow students opportunities to read during lessons Promote the use of the school library to 6th form students.

Progress 8 by prior attainment group
(for progress overall and prior attainment overall)

Prior attainment level	2.99 or below	3.0 – 3.99	4.0 – 4.99	5.0 – 5.66	5.67 or above
Cohort	2	26	113	30	0
All Pupils	-0.89	-0.28	-0.88	-0.81	-
PP	-1.51	0.51	-1.10	-0.52	-
NPP	-0.28	-0.19	-0.80	-0.84	-
National	0.18	0.19	0.14	0.07	0.04
Gap PP vs. National	-1.69	-0.70	-1.24	-0.59	-

The Progress 8 and Attainment 8 scores highlights that large gaps remain at all prior attainment levels but the gaps are most significant at prior attainment levels 2.99 or below and 4.0 – 4.99. There needs to be more carefully targeted funding with the PPG fund over this academic year to ensure objectives are fully achieved and the gaps close.

Attainment 8 by prior attainment group
(for attainment overall and prior attainment overall)

Prior attainment level	2.99 or below	3.0 – 3.99	4.0 – 4.99	5.0 – 5.66	5.67 or above
Cohort	2	26	113	30	0
All Pupils	14.00	30.88	40.41	54.30	-
National All Pupils	21.71	33.70	49.28	63.95	74.76
PP	9.50	26.57	36.45	60.00	-
NPP	18.50	32.47	41.91	53.67	-
National NPP	23..54	35.90	51.04	64.76	75.04
Gap PP vs. National	-14.04	-9.33	-14.59	-4.76	-

iii. Personal Development

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improve attendance rates across the school and close the gap	Appointment of an Attendance Officer to closely monitor and work directly with students and families with attendance concerns and focus support on improving attendance.	Despite attendance % falling below national, the attendance of Key Stage 3 students remains to be higher. Attendance in 2016 – 2017 was 93.7% compared to the national average of 95. The gap between PP and NPP is 4.5% compared to 3.1% nationally.	Develop the role of attendance office, SSMs and tutors to monitor and intervention when attendance falls below threshold. Develop strategies to engage parents and students who are persistently absent from school. Students that fall below 92% or receive 10 or more unauthorised absences
Secure early pastoral interventions to reduce barriers to learning.	Focused support from SSMs, BSC and Careers to ensure that students are not at any disadvantage through regular meetings and support. Implementation of BSC to support students at risk of Exclusion. Introduction of PP case studies to document the support being put in place.	BSC has been developed and interventions to support students at risk of exclusion is being established as an effective intervention. SSM have developed focused on PP students, the impact of this is to monitoring from Term 1	Develop the role of BSC through working directly with the SEND department. Interventions and strategies developed to support the barriers of SEMH issues leading to behaviour issues. SSMs to lead PP tutor conversations to improve student attendance and monitor interventions in place to support student achievement, attendance and behaviour.