

Review of Pupil Premium Action Plan 2015-16

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
1. Improve outcomes for all disadvantaged pupils through effective timely interventions	HLTA in English, Maths and Science to ensure progress and attainment of disadvantaged students	CJe/MSi	Timetabled in-class support and extracurricular support Improved outcomes for students: no significant gap between disadvantaged students and non-disadvantaged students in any key English/Maths/Science measure	Intervention timetable Intervention log sheets Exam/internal tracking data	£69,000

Evaluation of impact

Interventions carried out to support students currently have no individual impact assessment. Overall impact is through whole school measures (see below). % EBacc for disadvantaged students improved, but other measures fell. See PP exams analysis for an in depth scrutiny of the reasons behind this. Predominantly the academic profile of the disadvantaged cohort and the options taken by disadvantaged students (not filling A8/P8 baskets) are the reasons behind the decline in measures for disadvantaged students.

Tracking of individual students and their personalised intervention arising from RAG meetings worked very well last year. There was a 60% increase in the number of interventions carried out, all aimed at improving individual's progress and attainment. The tracking of individual interventions through log sheets did not work as none were received through the year. HLTA Impact reviews at the end of the year showed 83% of students who received intervention from our HLTA in Science made 3 or 4 levels progress in their final GCSE, compared to 34% of these after their mock exams. Half of the students in these interventions were disadvantaged students. Of the disadvantaged cohort, 79% achieved 3+LP, with 79% improving or maintaining their mock results.

In maths, 52% of the students who received HLTA intervention met or exceeded their aspirational targets. 66% improved or maintained their mock result. Of the ten disadvantaged students who accessed either controlled assessments or exam revision intervention, 9 made at least expected progress.

In English, 65% of the students who received HLTA intervention for their controlled assessment made more than expected progress overall. Of these students 40% were disadvantaged. Of the disadvantaged cohort, 55% met or exceeded their target, and 73% improved or maintained their mock result.

	Cohort	2014-15		2015-16		Change
		Size	Score/%	Size	Score/%	
Progress 8	All	97	-0.11	87	0.09	+0.20
	D	20	-0.22	24	-0.35	-0.13
	N-D	77	-0.08	63	0.24	+0.32
% Basics	All	99	54	87	53	-1
	D	21	48	24	38	-10
	N-D	78	55	63	59	+4
Attainment 8	All	99	46.38	87	47.89	+1.51
	D	21	42.69	24	40.54	-2.15
	N-D	78	47.38	63	50.68	+3.30
% EBacc	All	99	15	87	17	+2
	D	21	0	24	8	+8
	N-D	78	19	63	21	+2

Lessons Learned

- Tracking system needs to be redeveloped to determine the cumulative effect of individual interventions for 2016-17.
- HLTA's have been asked to compile reports to evaluate impact after each intervention next year
- HLTA's timetables need to be scrutinised for what they are doing, when and with whom, and impact statements need to be gathered throughout the year

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Improve outcomes for all disadvantaged pupils through effective timely interventions	Year managers appointed and part funded through PPG with a brief to coach/mentor disadvantaged students in their cohort so their attendance, punctuality and behaviour support excellent progress and attainment	MSi CJe	Absence and PA remain below national expectations. Punctuality statistics of disadvantaged students match/exceed non-disadvantaged students. Behaviour as a hindrance to progress reduces	Attendance statistics PA statistics Late log Detention log	£46,000

Evaluation of impact

Sept 2016: Attendance for last year and 2014/15 shows:

Y7-11	D Cohort	ND Cohort	School Gap	Significance	National D Average	National ND Average	School D to National ND Gap	Significance
2014-15	90.8	94.9	-4.1	Sig -	85.5	95.7	-4.9	Sig -
2015-16	91.3	95.5	-4.2	Sig -				

Attendance procedures have become much more rigorous through the year, with the YM's being instrumental in the day to day implementation of these. The engagement of some PP students is seriously skewing the overall statistics.

Lessons Learned

- This is a real concern as the inschool gap is not altering and for 2016-17 a new facility "The Bridge" has been introduced with the aim of re-engaging D students with school, improving their attendance and consequently their outcomes
- Consistency of staff involved is crucial – this should be the case in 2016-17

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Improve outcomes for all disadvantaged pupils through effective timely interventions	Individual/group staff CPD on strategies for raising the attainment and progress of disadvantaged students, focussed on the groups within the PP cohort	CJe	Strategies planned and implemented in conjunction with other schools in Derbyshire/Peak 11 In house dissemination of techniques that work, and these strategies observed in lesson observations, book scrutiny etc.	Attendance at CPD Collaborative events Student voice Lesson observations Book scrutiny	£500

Evaluation of impact

Approaches to teaching and learning for disadvantaged students are currently being investigated and developed either at T&L groups, by individual staff as they work towards performance management targets or by SLT members. Classroom strategies which work well for PP students were introduced but evidence of impact almost impossible to ascertain.

Peak 11 shared strategies which led to 1-2-1 interviews being conducted with all disadvantaged students. These resulted in personalised interventions actioned e.g. revision guides, university trips. YM/PL and tutors shared pertinent information on individuals regularly in briefings

Cross-school intervention days occurred, each aimed at specific cohorts within the disadvantaged students. All evaluations were positive, but impact on learning is impossible to determine

Peer-to-peer evaluation days were carried out amongst Peak 11 schools. Within this the work scrutiny of D students found that regular marking was evident in most books seen. Excellent practice was observed in a KS4 physics book with excellent presentation and peer assessment in evidence and a music performance feedback sheet. However, it was also found that student response to feedback was not sufficiently apparent.

Peer tutoring between sixth formers and lower years was initiated but broke down due to poor attendance/commitment by sixth formers and a lack of training for the students and staff.

Lessons Learned:

- “Extras” implemented from the interviews were appreciated and useful to students – this will be done again in 2016-17
- Generic strategies were not useful to staff. A programme of regular PP briefings set up for 2016-17 to allow personalised strategies to be discussed
- Whole school driving many priorities led to a dilution of efforts. Whole school focus on the T&L of D boys for 2016-17
- Work scrutiny does not differentiate between disadvantaged and non-disadvantaged students, except when bespoke ones have occurred. This needs to be investigated for 2016-17.

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Improve outcomes for all disadvantaged pupils through effective timely interventions	Faculty level data analysis requires whole cohort statistics compared to disadvantaged students statistics, and intervention plans/review	CJe	Improved progress and attainment of disadvantaged students More interventions with measurable impact Interventions evaluated and continued, or altered	Snapshot data Exam data FTL data presentations to SLT links Intervention log sheets	

Evaluation of impact

Several subjects saw a decrease in their gaps between disadvantaged and non-disadvantaged progress. In several subjects this is due to the very small numbers of disadvantaged students studying them. There are however, some subjects whose progress gaps have decreased, whilst having a significant number of disadvantaged students: Business Studies, Additional Science. Some other subjects have seen an increase in their gap between disadvantaged and non-disadvantaged students' progress, and have significant disadvantaged students. Art, Construction, English Language and English Literature, and Maths.

RAG meetings calendared and occurred for every year group within 2 weeks of snapshot close. The data analysis that generated the priority groupings of students "weights" PP students so they preferentially receive intervention. Interventions are now clearly more tailored for the individuals needing them, and these interventions are shared with all staff. However, the tracking of interventions through log sheets did not work as none were received throughout the year.

SLT Progress Reports now analyse the changes in performance of each gender, ability bandings and disadvantaged students. As well as this feeding into the RAG analysis, SLT use these reports with the Heads of Maths and English to determine underachievement and interventions.

FTL data analysis is now available for every subject with boys, disadvantaged and more able students separated as cohorts, and FTL's are beginning to use these to support intervention planning.

A year 11 intervention protocol involving a FTL developed schedules of subject time slots and student booking system has been developed and is being used by the core faculties well. Overall the booking system was more costly in terms of time and effort than the gain from it

Lessons Learned:

- Faculty and SLT data needs to be available from the beginning of the year
- SLT links need to be reviewing FTL data sheets in line management meetings after every snapshot
- A clear process for initiating, implementing and monitoring individual and groups intervention needs to be established
- The interventions in certain subject areas for disadvantaged students need to be further scrutinised

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Improve outcomes for all disadvantaged pupils through effective timely interventions	Progress leader data analysis focus on disadvantaged students as a priority and drill into the needs of the groups within the PP cohort	CJe	Improved progress and attainment of disadvantaged students Coordinated interventions with measurable impact Interventions evaluated and continued, or altered	Snapshot data Exam data PL Data analysis and half termly reviews Intervention schedules Intervention log sheets	

Evaluation of impact

PL half term reviews focus on the needs of the whole cohort, disadvantaged students and more able students. PL's are heavily involved in interventions for each disadvantaged individual that requires it in their year groups. They all hold KASH conversations with the highest underachievers and celebrate to top achievers/most progress. PL set up group interventions for example: a general student skills group for underachieving Y11's within curriculum time and a Y10/11 study/revision skills day.

Lessons Learned:

- Review documents were found to be a "paper exercise" and not conducive to improving experiences for students. To be redeveloped by PL in 2016-17
- The variety and regularity of PL interventions still needs development, as does the protocol for evaluating their impact.

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
2. Ensure the progress and attainment of disadvantaged more able pupils across Y7-13	Disadvantaged and more able group identified to staff at all levels as a high priority	CJe	Improved awareness leads to more action taken to enhance the learning experiences of these students	Student voice Snapshot data Exam data All levels data analysis Intervention schedules & log sheets Visit registers & evaluations	£ Contingency fund

Evaluation of impact

For Y11 there was an increase in the number of more able disadvantaged students. There was an increase in A8 by both disadvantaged and non-disadvantaged more able. Greater increase by more able disadvantaged students so gap narrowing. Increase in P8 by both disadvantaged and non-disadvantaged more able. Greater increase in Progress 8 by more able disadvantaged students so gap narrowing. Static performance by more able disadvantaged student in basics, falling performance by more able non-disadvantaged, gap more positive. More disadvantaged students and less more able non-disadvantaged students achieving Ebacc so gap narrowing

More able disadvantaged students:		2014-15	2015-16	Change
Number	ND	23	12	-11
	D	3	5	2
A8	ND	61.13	66.33	5.62
	D	55.33	62.40	7.07
	Gap	-5.80	-3.93	
P8	ND	-0.12	0.24	0.23
	D	-0.90	-0.28	0.42
	Gap	-0.78	-0.52	
% C+ En & Ma	ND	96	92	-4
	D	100	100	0
	Gap	4	8	
Ebacc (Number achieving)	ND	10	8	-2
	D	0	2	2
	Gap	-10	-6	

Lessons Learned:

- Focus on one specific ability banding within disadvantaged students through performance management and through monitoring and tracking appears to have had a positive effect. This will be repeated in 2016-17

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Ensure the progress and attainment of disadvantaged more able pupils across Y7-13	Specific extra-curricular opportunities for this cohort sought and taken advantage of (e.g. Sheffield University Discover US programme)	CJe	More varied experience for these students leading to improved outcomes and aspirations	Student voice Snapshot data Exam data All levels data analysis Visit registers & evaluations	£ Contingency fund

Evaluation of impact

The school peer to peer review reports that disadvantaged students are pleased with the quality of the education they receive and they talked positively about the trips linked to raising aspirations such as Sheffield Hallam University (in conjunction with GCC, BCC & SPH). Raising Aspirations received 100% positive feedback from students. Discover US has also had a positive impact with two of the five Discover US students opting for the full EBacc saying that they hadn't previously thought themselves able to do this.

Lessons Learned:

- Discover US will be applied for again in 2016-17 led by SPo
- Raising aspirations will run, led by MTA
- More able disadvantaged students to be positively encouraged to take EBacc again, through small group information

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
session <ul style="list-style-type: none"> Evaluations of events need to be more rigorous 					
Ensure the progress and attainment of disadvantaged more able pupils across Y7-13	Disadvantaged pupils form a significant part of the groups involved in the new whole school more able programme (triple stranded – Enhance, Extend and Enrich)	Cje	Lesson observations and work scrutiny show disadvantaged students taking up challenges in every day lessons (extend) Subject specific “extras” completed by disadvantaged students (enrich) Disadvantaged students taking on and excelling in the MA enhance activities (e.g. weekly meets...)	Lesson observations Book scrutiny Registers and evaluations for “enhance” and “enrich” activities Snapshot data Exam data	£ Contingency fund

Evaluation of impact

The cross curriculum more able group “Enhance” for Y7 and Y8 has run weekly and the students involved have produced some outstanding projects. Simply sending letters to inform parents and students that they are the most able in the year group has had anecdotal impact on students’ attitude. Students eligible for the PPG with KS2 average of a 5b have all been included in this group to account for the inherited gap in attainment from primary stage. One measure of success is that through the year students asked to join the group and this was allowed on merit.

Faculties have identified the most able students in their subjects. Further actions of developing a wider reading/activity list for the more able students, reviewing the curricular and extra-curricular offers for the more able have become longer term actions due to pressures of new courses, changing assessment structures and improving results. Some subjects are providing opportunities for the more able in various ways (e.g. trips in Science, national competitions in Maths).

More able Y9 students were brought together to discuss the opportunities that arise from choosing subjects to form a full EBacc. The uptake of EBacc has increased from 24% in Y10 to 33% in Y9, with 57% of the more able disadvantaged students choosing it. Those more able disadvantaged students that did not opt for full EBacc have chosen Computer Science rather than a language.

The more able cohort are rigorously tracked in English and Maths at SLT level, and are now able to be tracked at FTL level in every subject.

Lessons Learned:

- Enhance will run again, and will incorporate Y9 students as well in 2016-17, led by SPo and RRa
- Faculty more able initiatives need to be collated and the will be possible through the new style termly reviews
- Faculty reading lists etc. to be developed when time allows – not everything is possible at once!
- More able disadvantaged students to be positively encouraged to take EBacc again, through small group information session
- Tracking to be used in line management and links to intervention more clearly made

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Ensure the progress and attainment of disadvantaged more able pupils across Y7-13	Specific data gathered from primary schools on the more able disadvantaged students, and this data leads to early intervention	CJe	Students who were expected to attain L5/6 and didn't boosted in Y7 through classroom teaching and intervention Detailed student KASH information known by NMS class teachers from day 1 and used in class	Transition data Lesson observations Book scrutiny Intervention log sheets	

Evaluation of impact

The February INSET was used to tailor KS3 SOW specifically with more able students in mind, so there is no dip in achievement. Schemes from this are now running. RAISE Online's QLA data is with the English and Maths faculties which gives specific areas for development for each individual more able disadvantaged student. Primary school visits by RRA involving 1-2-1 student and staff interviews by are a major source of information on students. This is shared as prudent through conversation and e-mail. The year group profile has been shared with all staff for use in planning. KS2 scaled scores have been used to group students and set targets. Primary Y6 teacher afternoon is in the calendar to spot any changes in quality of work produced. The impact of this work will not be able to be demonstrated until snapshot 1 at the earliest.

Lessons Learned:

- Specificity of information is useful, but communicating it to the relevant people needs reviewing for maximum impact
- Snapshot 1 data to be thoroughly analysed for this specific cohort to determine impact
- More work needs to be done with Y6 teachers to prevent a dip – meetings to run in 2016-17 with NMS and primary staff
- Year group, form group and individual info would be even more useful if given to staff before the summer break

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
3. Ensure the progress and attainment of disadvantaged boys across Y7-13	Disadvantaged boys identified to staff at all levels as a high priority (class teacher, FTL, intervention team, visits etc)	CJe	Improved awareness leads to more action taken to enhance the learning experiences of these students	Student voice Snapshot data Exam data All levels data analysis Intervention schedules & log sheets Visit registers & evaluations	

Evaluation of impact

Male and disadvantaged data available for every class daily through SIMS. All faculties have had a member of staff with a performance management target that centres on the progress and attainment of disadvantaged students, boys within this being a high priority. A T&L group focussing on the attainment and progress of boys had run and fed back effective strategies to staff. FTL data analysis now shows boys, disadvantaged and more able students as separate cohorts so the priority of disadvantaged boys is high in faculty intervention planning, and they are weighted during RAG analysis, so are top priority for cross school interventions.

Despite this work disadvantaged boys remain an area for concern

		2014-15	2015-16	Change
Number	PP Girls	12	11	-1
	PP Boys	9	13	+4
A8	PP Girls	43.83	48.82	4.99
	PP Boys	41.17	33.54	-7.63
	Gap	-2.66	-15.28	
P8	PP Girls	-0.10	0.12	0.22
	PP Boys	-0.39	-0.83	-0.44
	Gap	-0.29	-0.95	
% C+ En & Ma	PP Girls	58	55	-3
	PP Boys	33	23	-10
	Gap	-25	-32	
Ebacc (% achieving)	PP Girls	12	9	-3
	PP Boys	9	8	-1
	Gap	-3	-1	

More disadvantaged boys and less disadvantaged girls last year compared to the year before. Increased A8 performance by disadvantaged girls and decreased A8 performance for disadvantaged boys, therefore the gap is widening significantly. Increased P8 performance by disadvantaged girls and decreased P8 performance for disadvantaged boys, therefore gap widening significantly. Decreased basics attainment for disadvantaged boys and girls, but a larger decrease by disadvantaged boys, gap increasing. Decreased Ebacc performance by disadvantaged girls and decreased Ebacc performance for disadvantaged boys, therefore gap closing

Lessons Learned:

- Underlying attitudes of certain disadvantaged boys have had more of an impact on their achievement than the work of the staff. Efforts need to be made in 2016-17 to identify students who may fall into this group and find ways of altering their mindset. This may involve work with the families, and will probably be a long term goal
- Further work needs to be done on how to increase the achievements of boys at NMS

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
4. Ensure the progress and attainment of disadvantaged SEN/low ability pupils across Y7-13	Disadvantaged and SEN/Low ability group identified to staff at all levels as a high priority (class teacher, FTL, intervention team, visits etc)	Cje	Improved awareness leads to more action taken to enhance the learning experiences of these students	Student voice Snapshot data Exam data All levels data analysis Intervention schedules & log sheets Visit registers & evaluations	£ Contingency fund

Evaluation of impact

Low ability students		2014-15	2015-16	Change
Number	ND	14	11	-3
	D	3	9	6
A8	ND	28.93	37.86	8.93
	D	32.33	28.89	-3.44
	Gap	3.40	-8.79	
P8	ND	-0.12	0.60	0.72
	D	0.33	-0.51	-0.84
	Gap	0.45	-1.11	
% C+ En & Ma	ND	0	18	18
	D	0	0	0
	Gap	0	-18	
Ebacc (Number achieving)	ND	0	1	1
	D	0	0	0
	Gap	0	-1	

Increase in number of low ability disadvantaged students since 2014-15. Increase in A8 by non-disadvantaged lower ability students, but a decrease by lower ability disadvantaged students so gap widening. Increase in P8 by lower ability non-disadvantaged, decrease in P8 by lower ability disadvantaged, so gap widening significantly. Static (0!) performance by lower ability D students, increasing performance by lower ability non-disadvantaged, gap widening. More lower ability non-disadvantaged students (1) achieving Ebacc so gap widening.

SENK (A&P) students		2014-15	2015-16	Change
Number	ND	11	7	-4
	D	4	4	0
A8	ND	34.55	48.21	+13.66
	D	37.13	12.63	-24.50
	Gap	2.75	-35.58	
P8	ND	-0.60	0.89	1.49
	D	-0.38	-1.42	-1.04
	Gap	0.22	-2.31	
% C+ En & Ma	ND	27	43	+16
	D	50	0	-50
	Gap	+23	-43	
Ebacc (Number achieving)	ND	0	2	+2
	D	0	1	+1
	Gap	0	-1	

Lessons Learned:

- SEN support and PP support needs to be more closely linked in 2016-17
- Specific individuals curriculum needs to continue to match their needs, irrespective of "measures", which may skew

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
figures					
Ensure the progress and attainment of disadvantaged SEN/low ability pupils across Y7-13	TA's used strategically in classes to support disadvantaged SEN students in all years, rather than in peripheral activities	CJe/MS i	Support given in class improves outcomes for SEN/low ability disadvantaged students	Snapshot data Exam data All levels data analysis	
<p>Evaluation of impact Strategic redeployment of TAs was carried out where possible. The progress of Y11 SEN disadvantaged students was investigated and the progress 8 statistic is heavily influenced by one student who completed courses at entry level, and therefore has a significantly negative score. He was supported in these studies by TA's and HLTA's. See above.</p> <p>Lessons Learned:</p> <ul style="list-style-type: none"> Review TA allocations in 2016-17 Look for ways to maximise TA impact through staff training and student groupings 					
Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
5. Develop the expectations of, and aspirations of disadvantaged students	MAT intervention/careers advisor interventions	EDa	All Y11 PP students have careers appointments and follow-up liaison with MAT careers adviser Post 16 provision in place Reduced NEET figures	Appointment timetable by Sept 2015 Individual Action plans written by Nov 15 MAT initial appointments completed by Feb 16 Applications made by April 16 PP NEET=0% Summer 16	£3,000
<p>Evaluation of impact Careers interviews completed for all Y11 students. The raising aspirations programme continues to run with positive feedback. Careers advisor present at parents evenings for Y9-11 Awaiting NEET data</p> <p>Lessons Learned:</p> <ul style="list-style-type: none"> Raising aspirations will run, led by MTa Careers interviews will be completed again, with disadvantaged students prioritised Protocol for booking appointment with careers advisor at parents evening needs developing so disadvantaged students' access can be ensured 					
Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Develop the expectations of, and aspirations of disadvantaged students	Aspirational visits to Universities for middle ability as well as more able disadvantaged students	CJe	All Y10/11 middle ability students visited at least one university during KS4 (for more able see section 2)	Attendance lists Student voice	£ Contingency Fund
<p>Evaluation of impact All Y10 disadvantaged students visited university at least once over last year. Highly positive student evaluations from visits.</p> <p>Lessons Learned:</p> <ul style="list-style-type: none"> Several people organising visits meant effort was duplicated. All university visits in 2016-17 to go through Eda to minimise this University visits will run again in 2016-17, focussed on Y9 and Y10 so aspiration is there for GCSE courses, and time not taken out of final year exam preparations 					

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Develop the expectations of, and aspirations of disadvantaged students	Raise staff expectation of and aspiration for PP students, through understanding the varied nature of the disadvantaged cohort	CJe ABa	Improved awareness of ability levels within PP cohort, and use of this data by class teachers Lesson observations and book trawls reflect high aspiration & expectation (no difference in PP and non-PP or similar ability)	Book trawls Lesson observations Lesson plans	

Evaluation of impact

Ability data and PP data is always available to staff. 1-2-1 interview outcomes were shared with relevant staff this term. Ability profile of disadvantaged students highlighted through year profile documents, staff aware.

Peer-to-peer evaluation days were carried out amongst Peak 11 schools. Within the Peak 11 peer review day the work scrutiny of D students found that regular marking was evident in most books seen. Excellent practice was observed in a KS4 physics book with excellent presentation and peer assessment in evidence and a music performance feedback sheet. However, it was also found that student response to feedback was not sufficiently apparent.

Lessons Learned:

- Work scrutiny does not differentiate between disadvantaged and non-disadvantaged students, except when bespoke ones have occurred. This needs to be investigated for 2016-17.

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Develop the expectations of, and aspirations of disadvantaged students	Ensure the experience of disadvantaged pupils during Futures week is appropriate to individuals needs and inspirational	CJe EDa	Students report positively on the experiences Students apply to suitable (and aspirational) employers/educational establishments	Student voice Post-16 destinations (including NMS Sixth Form)	

Evaluation of impact

Futures week planned by EDa. Student evaluations of futures week show 81% enjoyed the week, with 76% stating the week was useful or very useful. The most useful experiences were the university visits, the specific employment visits and the mock interviews. Almost half the students said they would now do more research into their future career, and that they now had a wider view of possible career routes.

Lessons Learned:

- Review provision for disadvantaged students to ensure futures week provides bespoke, relevant experiences for all
- Review how evaluation/impact evidence is gathered to pinpoint the effects for students eligible for the Pupil Premium

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
6. Ensure the progress and attainment of disadvantaged students during transitions (primary to secondary, and GCSE to A Level)	Disadvantaged students have an additional level of transition support (e.g. summer schools) appropriate to their need	CJe	No dip in performance during transitions for disadvantaged students Students report positively on their pastoral and academic transition	Snapshot data All levels data analysis Registers for transition events Student voice	

Evaluation of impact

Transition programme was much expanded in 2015-16 with 4 faculty days and 2 pastoral days. Links with primaries have been forged at headship level, faculty level and through the PL. Evaluations show students feel more prepared for Y7 (99% agree or strongly agree), and the first few weeks have shown a calm start. 100% of students said that transition was useful as they worked in different groups, felt they could ask questions and they got to know the site (including the dining hall). Exit surveys of Y6 parents show the events hosted throughout the year have a positive effect on decisions to attend NMS. The support for all levels of ability, the close contact with primaries, improving reputation, parent fora, the attitude of staff, testimony from students and specific departments (Music, SEN) were all cited as positive reasons to choose New Mills.

Data available to all staff on Y7 cohort and specific information on SEN students shared. English and Maths have QLA data for the year group. Rates of progression cannot be determined until the first snapshot at the earliest. Primary/secondary work scrutiny afternoon in place (Oct 2016) to determine any dip in quality of class/homework produced by individuals.

Lessons Learned:

- The information on which students were eligible for PP was difficult to obtain, hampering efforts to raise awareness of them before the summer break. This info should be easier to get as relationships with primary's improve further
- The timing of CATS testing will again be reviewed
- Impact of academic transition to be reviewed after Y7 snapshots

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Ensure the progress and attainment of disadvantaged students during transitions	Level of data from primary school is detailed (KASH), passed on to relevant NMS staff and used in planning/delivery of lessons	CJe	Improved awareness of KASH within PP cohort, and use of this data by class teachers No dip in performance during transitions for disadvantaged students	Snapshot data All levels data analysis Book trawls Lesson observations Lesson plans	

Evaluation of impact

As KASH not fully embedded in school yet, the info from primary schools has taken the form of personalised notes on the students, shared with the relevant staff.

Lessons Learned:

- Review how data is transferred and how it is shared with NMS staff
- Develop Y6 teachers & NMS staff transition group so this is a sensible process for all parties, and includes the detail of information on interventions disadvantaged students have received in primary

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
7. Improve the engagement of parents of disadvantaged pupils	Ensure the attendance of parents of disadvantaged students at school events	CJe	Attendance at parents evenings, rewards evenings, intervention evenings etc. matches (or exceeds) that of ND students	Sign in sheets	

Evaluation of impact

PL tried to ensure all parents of all disadvantaged students attended parents evenings. They telephoned and personally invited each family. Parents evenings generally attended well, but disadvantaged families attendance still needs further work:

Year	Overall Attendance	PP attendance	Number of PP families attending	Number of PP families non-attending
11	80%	60%	14	10
10	73%	60%	8	6
9	89%	75%	24	8
8	83%	57%	16	12
7	87%	68%	17	8

Lessons Learned:

- Look at the families not engaging in parents evenings to determine reasons (geography, past experience....)
- Develop relationships with these families using YM, PL and MAT team
- Investigate ways to overcome any barriers to engaging in school (more informal location, more personalised meeting...)

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
8. Ensure that aspects of poverty do not impact on the progress or attainment of disadvantaged students	Use PPG to fund uniform, equipment, revision guides and ICT support at home so these aspects do not hinder progress	CJe	All students in uniform, with access to suitable equipment/resources to compete work set by teachers	Student voice	£ Contingency fund

Evaluation of impact

1-2-1 interviews conducted with all disadvantaged students. Personalised interventions actioned from these interviews (e.g. revision guides) the cost of these was covered by the PPG. PPG has been accessed by several new students for uniform costs and equipment and an increase in the awareness of this fund has enabled one Y9 student to choose Food Preparation & Nutrition which was previously thought too expensive for her.

Lessons Learned:

- Discussion to be held about talking about "premium" status with students and/or parents and how to access their grants

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Ensure that aspects of poverty do not impact on the progress or attainment of disadvantaged students	Use PPG to fund places on curriculum trips	CJe	Learning dependent on trips is accessed by disadvantaged students (e.g. History controlled assessment)	Visit registers Controlled assessments data	£ Contingency fund

Evaluation of impact

Two applications for support with trip funding have been approved this year so far (History controlled assessment and France/Belgium trip). All Raising Aspirations, Discover US and Peak 11 PP visits have been funded wholly through the PPG.

Lessons Learned:

- Discussion to be held about talking about "premium" status with students and/or parents and how to access their

Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
grants					
Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
9. Widen participation in extra-curricular activities amongst disadvantaged pupils	Ascertain current level of participation in music and sport amongst disadvantaged students compared to others	CJe	Data available and analysed for gaps Subject staff aware of any gaps, and use some positive discrimination to close them	Data analysis	
<p>Evaluation of impact Music registers for last academic year obtained. Sport registers unavailable. Analysis shows there are gaps in Music participation. Wider advertising of extra-curricular activities is now occurring</p> <p>Lessons Learned:</p> <ul style="list-style-type: none"> Review how participation in extra-curricular activities is monitored so more accurate data can be used to determine if real gaps exist 					
Objective (Desired end result)	Action (Strategy)	Lead	Success Criteria (Impact)	Monitoring (How do we know)	Resources costs
Widen participation in extra-curricular activities amongst disadvantaged pupils	Interview disadvantaged students and gauge interest in extra-curricular. Encourage students into attending current activities. Create extra-curricular activities they will attend. Remove barriers to attendance (CJe	Wider variety of extra-curricular activities available Higher proportions of disadvantaged students attending	Activities schedule Data collection and analysis	£ Contingency fund
<p>Evaluation of impact 1-2-1 interviews conducted with all disadvantaged students, extra-curricular activity forming part of these. Of those who did not do any extracurricular the reason was that they did not want to participate, or felt they had commitments at home that were a higher priority. There were no requests for specific extracurricular activity other than more quiet spaces to work, so students were offered quiet spaces to work.</p> <p>Lessons Learned:</p> <ul style="list-style-type: none"> The whole school extra-curricular offer needs reviewing; updating and then the students who are eligible for PPG can be encouraged into these opportunities. 					