



Closing the Gap East Midlands Challenge Project



East Midlands Challenge Project

The EMTSA has begun to shape a more coherent strategic approach to improving outcomes as part of the East Midlands Challenge.

The performance of disadvantaged pupils in Leicestershire remains below national averages in all key stages and as such this is our main aim for this project, to improve outcomes for disadvantaged pupils across Leicestershire so that they achieve their maximum potential

TELA Schools: TECC, Redmoor, Castle Donington, Leysland, Marriott Primary, Richmond Primary, Groby Brookvale, Robert Symth

4 phases

assess/plan/do/review

Spring 2016 –audit

Summer 2016 – planning and setting up programme

Autumn/spring 2016/17 – implementation and case studies/feedback to LA/EMTA

Summer 2017 – Evaluate overall project

TELA approach:

Targeted: Schools will engage more proactively with parents/carers of a targeted group of disadvantaged students. Through this, outcomes for this group of students will be more in line with their peers.

Universal -Progress and attainment for this identified group of students will improve within the project schools. Strategies will provide a successful model for other teaching schools to implement.

As project leads we have all gained so much and have valued the time to meet, share ideas and to think strategically about closing the gap in our schools, therefore as a group we will continue to meet next academic year.

I feel the project has been a real success and I am looking forward to working with colleagues with the aim of continuing to improve outcomes for our students.

Please find enclosed case studies from all schools involved in the project and examples of some resources used. If you would like to discuss any of the projects further please do not hesitate to contact the project lead using the details provided in the box on the case study proforma.

2017-18 TELA Network: Improving Outcomes for Our Disadvantaged students.

To sign up to this network please email: ccornelius@thomasestley.org.uk

East Midlands Challenge - Action Planning -TELA Project Lead Cathy Cornelius

What will the successful outcome look like?	What actions need to take place to reach the outcome?	Milestone date/time	Others involved in this action	How will I know I have achieved this?
Targeted: Schools will engage more proactively with parents/carers of a targeted group of disadvantaged students. Through this, outcomes for this group of students will be more in line with their peers. Universal -Progress and attainment for this identified group of students will improve within the project schools. Strategies will provide a successful model for other teaching schools to implement.	CC to analyse data and identify schools to be involved in the project Inform schools	May		Audit completed and returned
	Meeting of all schools involved and sharing of good practice What will the successful outcome look like? Discuss our own context/what are our issues/challenges etc? This will allow us to come up with our overarching theme for the project	Monday 27 June 9-12 @TECC	All schools involved in the project	Project launched/project theme agreed/sharing good practice – what we already do in our schools to improve outcomes for our DS
	Individual schools decide on their school focus and actions for the autumn term	11 July 2016	All schools involved in the project	The focus and autumn term 1 actions are emailed to Cathy
	Schools implement their strategies/ strategy	September/October 2016	All schools involved in the project	
	2nd Meeting – before October half term Discussion about how things are going Sharing good practice/challenges faced to date Support required? Actions for spring/summer term	11 October 2016	All schools involved in the project	A review of the work conducted in AT1
	Midway Review	December (date to TBC)	All schools	A review of autumn term
	Schools continue with the intervention/ strategy Review meeting	January- March 2017	All schools involved in the project	Evidence of performance data for targeted groups of students
Universal: Is this an opportunity to open up to other schools – Closing The Gap conference 26 June	Collation of the information from each school. Each school to provide a case study of their findings.	Summer 2017	All schools involved in the project	Showcase afternoon to celebrate the work that has been carried out – Invite Head Teachers of all participating schools?

East Midlands Challenge - Action Planning -TELA Project Lead Cathy Cornelius

				School leads to showcase
--	--	--	--	--------------------------

The Challenge

Project will focus on parental engagement and have the outcome of increasing parental contact with school.

What we did: Appointed an Academic Mentor and Student key worker to work with pupil premium/plus students, this is a holistic role meaning that the students are supported in all aspects of their learning.

Our Academic mentor has taken on correspondence with home when it comes to parents evening and appointments. She is able to call home and make the contact with them and input their appointment online.

She also follows up letters home and touches base with those not attending after the evening.

What difference did it make?

She has also focused on Year 11's with support through their college applications, revision, exams and ensuring that home are aware of their child's path when they leave school.

To gain the knowledge of those missing out we analysed data from parent's evenings where it is clear that PP parents/carers are not attending.

Interventions – we did an evening at the parents evening inviting parents in for an informal meeting 'supporting your child with the pressures of GCSEs' revision material provided – this was a drop in session till 8 to allow for working parents.

Attendance is good with most students turning up, PEP meetings can influence this and if round robins are done on students then that can affect attendance.

You could try

Key principles/research to support this approach

For more information

What we did: Working with Citizens Advice Leicestershire we have delivered a leadership course in financial management. The aim of this course is to look at young people's attitudes towards money and learn new skills to manage money so they can become technical advisors to other young people. This will include working with an I.T company to develop online information that young people can access. Activities to include, attitudes to money, how to budget, understanding sales jargon, bank accounts, phone contracts, legal rights, pay slips, finding useful resources, good listening/problem solving, how to support your peers, designing materials for other young people.

What difference did it make?

The students involved have firstly enjoyed the process of the project and found it very interesting. They have been given the opportunity to complete work in different areas where they wouldn't have normally been exposed to. For example with the help of De Monfort University they have produced a short film to go alongside their information pack. This has also led to many of the students realising an interest in Media studies and having it as a possible GCSE choice and future career path. We have noticed that they are more confident within the group they have been working in and it has also given the opportunity to them to improve their presentation skills and confidence. The students are going to present their project in primary schools and have

The Challenge:

Engaging PP students in Aspirational Opportunities.
Increasing self-esteem.

Theme: Early Identification and intervention of PP students

Closing the Gap

Case Studies: TELA Schools/School: Redmoor Academy

What we did: We made staff very aware of PP students. PP coordinator presented to whole staff regarding strategies on PP. Lots of raising whole staff awareness with games during the meeting. Learning walks and work trawls.
PP section added to the intervention sheet on Drive allowing staff to put extra intervention in place and document it.
PP coordinator designed mail merge in order to track intervention in all subjects and to highlight students who need more intervention.

What difference did it make?

Re-evaluation of PP students and who they are, staff now know this and have the ideas from the meeting to implement into their work for example, to mark PP work first.

Also all PP students clearly identified on seating plans and why they are seated where they are seated s not all subjects lend themselves to being seated at the front.

Made sure all PP students are receiving intervention and in the correct areas.

By the PP coordinator constantly mentioning PP in meetings and emails, it has made staff more aware of the need to know our PP students in depth.

The Challenge:

To make our staff more aware of
PP Students in their lessons.

You could try

Key principles/research to support this approach

For more information

The Challenge: Brookvale-Groby Learning Campus will engage more proactively with parents/carers of a targeted group of disadvantaged students. Through this, outcomes for this group of students will be more in line with their peers.

What we did: Identified a target group by plotting students from the disadvantaged groups on a map, identifying a trend between geography and underachievement. Once identified a number of parental/carers engagement strategies were actioned. These included: a regular "Pupil Premium Newsletter" to all pp parents, extra layers of communication via SIMS in touch regarding events such as Subject Report Evening, Exam Success Evening and Careers Evening. Two parental engagement events, "Coffee and Catch-Up Day" in December 2016 and "BGLC in the Community" (which took place in the area identified on the original map) in May 2017 – targeting the parents of the identified focus group.

What difference did it make?

- Significant improvement in attendance to Subject Report Evening – 70% of parents/carers attended (best ever %) closing the gap between pp and non-pp % attendance.
- Significant improvement in general communication between parents – 97% voluntarily communicated with pp mentor via e-mail, telephone or face-to-face.
- 38% of focus group improved p8 score between AT2 and SpT2
- 43.8% of focus group made progress in at least one option subject between AT2 and SpT2
- 25% of focus group improved by one grade in maths between AT2 and SpT2
- 68% of focus group improved by at least one grade in at least one subject between AT2 and SpT2

You could try:

Beginning communication with parents/carers much earlier, as soon as pp students start in year 7. Parent Academy concluded that offering financial rewards increased attendance to parental/carers engagement activities. Evidence suggests that using text messages can have a small but significant impact on attainment in maths.

Key principles/research to support this approach:

According to the Education Endowment Fund:
"Parental involvement is consistently associated with pupils' success at school, but the evidence about how to increase involvement to improve attainment is mixed and much less conclusive." (EEF, 2017)
 Both parental engagement activities involved free revision materials – financial gain is concluded to improve attendance.

For more information:

The Education Endowment Fund:
<https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/>

The Pupil Premium Newsletter

Welcome to Brookvale-Groby Learning Campus!

Our Vision

At Brookvale-Groby Learning Campus we are committed to supporting the learning of each and every student throughout their time with us and for the Pupil Premium team, this is what drives our day to day work. We hope that a combination of our ongoing support, a positive relationship with parents and carers and a commitment from students to work hard, all pupil premium students will leave Brookvale-Groby Learning Campus with a great set of results and a smile on their face.

So, what can you expect from us?

The Pupil Premium team aim to support students in a variety of ways. Mr. Morris, our newly appointed Pupil Premium Learning Support Assistant, will be supporting students in lessons to ensure they are getting the best out of every session. He will also be launching and running The Breakfast Club over the coming weeks which will not only include free breakfast for all Pupil Premium students, but the opportunity to take part in a variety of activities including sport or study support.

As the Pupil Premium Achievement Mentor, I support students in a variety of ways which include keeping a close eye on their progress in all subjects and ensuring they are having intervention where necessary, to give them the best opportunity for success. I will meet with all Pupil Premium students as regularly as possible, to give them the opportunity to express any concerns or worries they may have and to offer them my support and guidance. As well as this, I believe it is very important to build relationships with parents and carers in order to create a strong network of support for students.

We would like to take this opportunity to welcome all Pupil Premium students and their parents and carers to Brookvale-Groby Learning Campus and look forward to working with you all.

Mr Morris and Miss Hunnybun

Please do not hesitate to contact us at any time, you may e-mail us at jhunnybun@brookvalegroby.com and tmorris@brookvalegroby.com or call us on 0116 2879921 extension 299.

Students can find us in our office, situated in The Hub in the Groby building.



8:00-8:40

Groby Dining Hall

Give that brain a breakfast!

Did you know breakfast provides the body and brain with essential fuel after an overnight fast—which is why it is called breakfast!

Many of us skip breakfast in favour of ten more minutes in bed, but it is the most important meal of the day. Breakfast is essential for your brain to function and for students it is especially important for concentration, especially for periods 1 & 2 of the school day. In the long run, having breakfast regularly can lead to better attainment at school.

So basically..

Better Breakfast = Better Grades

Come to *The Breakfast Club* where you will find a selection of delicious foods to help you start your day right!

Your breakfast will be FREE if you are a Pupil Premium student!

You can choose from...

Bacon
Hash browns
Sausages
Toast
Bagels
Yoghurts
Fruit
Tea
Coffee
Hot Chocolate
Cold Drinks



FREE Revision Materials for ALL Pupil Premium Students!

Over the coming weeks, all Pupil Premium students will meet with Miss Hunnybun who will provide them with a FREE calculator and exam pack. Later this term we will also provide FREE Maths and Science revision guides. Students may also request all other revision guides for free, throughout their time in year 10 and 11.

Additional information on Pupil Premium can be accessed at <http://www.grobycoll.com/index.php/styles/pupil-premium>



What did our ex-students think?

Last year we asked all of our year 11 Pupil Premium students how well supported they had felt by the PP team and what difference they thought it made to their overall achievement. It was brilliant to hear some really positive feedback and it was clear the students were extremely appreciative of the support they had received throughout year 10 & 11. Many students said that they felt reassured knowing that their learning mentor was available to talk to whenever they had any concerns or worries. All students felt that receiving the free revision materials meant they were able to prepare more thoroughly for their exams and some said they felt they would

"The after school sessions have helped me to catch up on work and meet deadlines for coursework."

get better GCSE results because they had access to these materials. Through overwhelmingly positive feedback about the extended support sessions we ran last year, we have decided to launch a similar study support group this academic year. Feedback indicated that most students had been able to meet deadlines and be better prepared for exams through extended support because it gave them the time and space they needed to focus. Students spoke positively about other opportunities funded by the Pupil Premium grant including extra-curricular activities, enrichment opportunities and The Breakfast Club.

Overall, students felt that receiving support from the Pupil Premium team had made a difference to their achievement at school and helped them on their way to a bright and successful future, a result we very much hope to achieve with all of our new students joining BGLC this academic year.

"It was helpful to know I had someone to talk to if I was worried about anything."

"Performing Arts activities have helped me to grow in confidence."

"The careers fair at King Power Stadium gave me some really good ideas about different career paths and motivated me to work hard at school."

Study Support

Students are welcome to join us in The Hub at Monday lunchtimes and Wednesdays 15:15-16:00 for support with homework or any other aspect of studying. It will be a quiet place for students to work and there will be staff on hand to support students in the best way possible.

We look forward to seeing you there!

We are going Positively MAD again!

Last year, an external agency, Positively MAD came to Brookvale-Grobby Learning Campus to deliver a workshop on Mastering Motivation which received 100% positive feedback from our students. Most said the workshop had helped them to think more optimistically about their future and all said they felt more motivated when they left the workshop than when they arrived. We hope to invite Positively MAD back to BGLC this academic year and we hope they make all our Pupil Premium students feel just as motivated as they did last year!



PositivelyMAD
INSPIRING EMPOWERED LEARNING

Key Dates for 2016/2017

- ⇒ 10/10/2016—Year 10 Interim Reports
- ⇒ 14/10/2016—Teacher Day
- ⇒ 14/3/2017—Year 10 Full Reports
- ⇒ 16/3/2017—Year 10 Progress Evening
- ⇒ 16/5/2017—Year 10 Interim Reports



Brookvale High School
Achievement. Care. Excellence



GROBY COMMUNITY COLLEGE
Achieving Excellence Together

The Pupil Premium Newsletter

The Autumn Term

For the Pupil Premium team, autumn term 2016 has been very busy. During week four Ofsted visited and as a team we took the opportunity to show off all our hard work and dedication to the students we work with. As well as our own hard work we wanted to make clear the hard work and commitment of our students. Eight year 11 students were interviewed by the lead inspector and we would like to take this opportunity to thank the students involved.

At the beginning of the year we welcomed over 40 year 10 pupil premium students to Brookvale Groby Learning Campus. We were delighted to meet with parents and carers at the year 10 tutor evening and very much look forward to working with you all throughout the next two years.

We have enjoyed seeing all parents and carers who attended the P16 and Careers open evening at Brookvale Groby Learning Campus and very much hope those who attended found the events to be useful and insightful. There will be many more events hosted by the campus, such as progress evenings, exam revision evenings and much more that we would encourage you to attend. Previously, parents have found them very useful in supporting their children throughout their GCSE studies at BGLC.

Just two weeks ago we took a group of year 11 students to the NEC in Birmingham where the annual World Skills Show is held, the event is the size of 12 football pitches so there is something for everyone. Students were given the opportunity to speak with skilled workers and experts from a variety of careers. Some employers gave the students the chance to "have a go" at skills such as plastering, carpentry, robotics and even medical skills such as taking a patient's blood pressure or dressing wounds. The students we took to the World Skills Show gave excellent feedback; they felt it had helped them to decide on their next step beyond BGLC!

It has been a busy term and we would like to say a big "well done" to all of the Pupil Premium students for all of their hard work.

Finally, we hope you have a restful break and we would like to wish parents, carers and students a very Merry Christmas and a Peaceful New Year!

Miss Hunnybun & Mr Morris

Please do not hesitate to contact us at any time. You may e-mail us at jhunnybun@brookvalegroby.com and tmorris@brookvalegroby.com or call us on 0116 2879921 extension 299. Students can find us in our office, situated in The Hub in the Groby building.

Year 11 Coffee and Catch-Up Day!

On Friday 9th December, the Pupil Premium team will be hosting a "Coffee and Catch Up Day" in which parents and carers of year 11 students are invited to join the team for festive refreshments and the opportunity to discuss any issues with the team or ask any questions. Present at the session, also, will be Sue Varnam, SENCo at BGLC.

We will host three sessions throughout the day:

Session 1—9:00 - 10:30

Session 2—14:00 - 15:30

Session 3—16:30- 18:00

Parents and carers are more than welcome to bring younger siblings along to the Coffee and Catch-Up Day.

We very much look forward to seeing you all for a coffee and a catch up!

**MERRY
CHRISTMAS!**

Year 11 Mock Exam Week— 12-16 December 2016

For our year 11 students, mock exam week gives them an idea of what their real GCSE exams will be like. After Christmas, there will be a mock exam results day—to give them an idea, also, of what it will be like when they collect their GCSE results in August 2017.

We would like to encourage students to revise thoroughly for their mock exams so as to avoid any unnecessary stress and disappointment.

If they do not have all of their revision materials, we suggest they access them as soon as possible.

To all of the year 11 Pupil Premium students—all the very best of luck with your mock exams!

Additional information on Pupil Premium can be accessed at <http://www.grobycoll.com/index.php/styles/pupil-premium>

The Importance of Extended Support

At BGLC we offer a variety of extended support opportunities within and beyond the school day to year 11 and year 10 students. Subject specialists across the curriculum are dedicated to supporting our young people to further their attainment at school. The idea behind extended support is to offer something extra to the students to “plug the gaps” in their understanding and knowledge. Students will receive a reminder during tutor time of when and where their extended support sessions are for the coming week and will be expected to attend. Of course, we understand that sometimes students are unable to attend these sessions due to outside commitments. Nonetheless, we would encourage them to let their subject teacher, tutor or us know about this so that this opportunity can be rearranged for another, more suitable time. We closely monitor the attendance of pupil premium students to these sessions and will ensure that students are making the most of them.

*We cannot stress enough the importance of taking advantage of these opportunities—in the past students have made vast improvements in their achievements once they have dedicated themselves to extended support and to working hard. GCSE’s are fast approaching and **now** is the time to make the most of all the extended support available.*

On a Wednesday, for those students who catch one of the school buses, BGLC has organised for another bus to come an hour later than usual to collect students who have stayed for extended support as we understand that transport can be barrier to them attending the sessions. If you catch one of these buses—please make the most of the late bus!

We look forward to seeing you all there!

What do you want The Breakfast Club to be?

In September 2016 we re-launched The Breakfast Club and it has been very successful, it’s great to see so many students accessing the free breakfast they are entitled to on a daily basis.

Now that we are seeing so many students attending, we want to grow The Breakfast Club even more—but we need your help!

So, what do you want to do with The Breakfast Club? Would you like to see it more active or more academic? Perhaps you would like us to dust off the Wii or the Giant Jenga?

The Breakfast Club is in your hands!

Your parents/carers can call or e-mail us with your suggestions or you can let us know at school, anonymously. Next week, there will be a box in The Hub (near G35) where you can post your ideas for The Breakfast Club.

We look forward to hearing your suggestions!

Further Education Colleges—Open Days

Leicester College

⇒ Saturday 21st January 2017

⇒ Saturday 1st July 2017

Brooksby Melton College Creative Campus

⇒ Saturday 28th January 2017

⇒ Monday 24th April 2017

Brooksby Melton College Land Campus

⇒ Wednesday 25th January

⇒ Saturday 25th February

⇒ Wednesday 26th April

Loughborough College

⇒ Wednesday 7th December 2016

Key Dates for the New Year

⇒ 26/01/2017—Year 11 Progress Report Evening

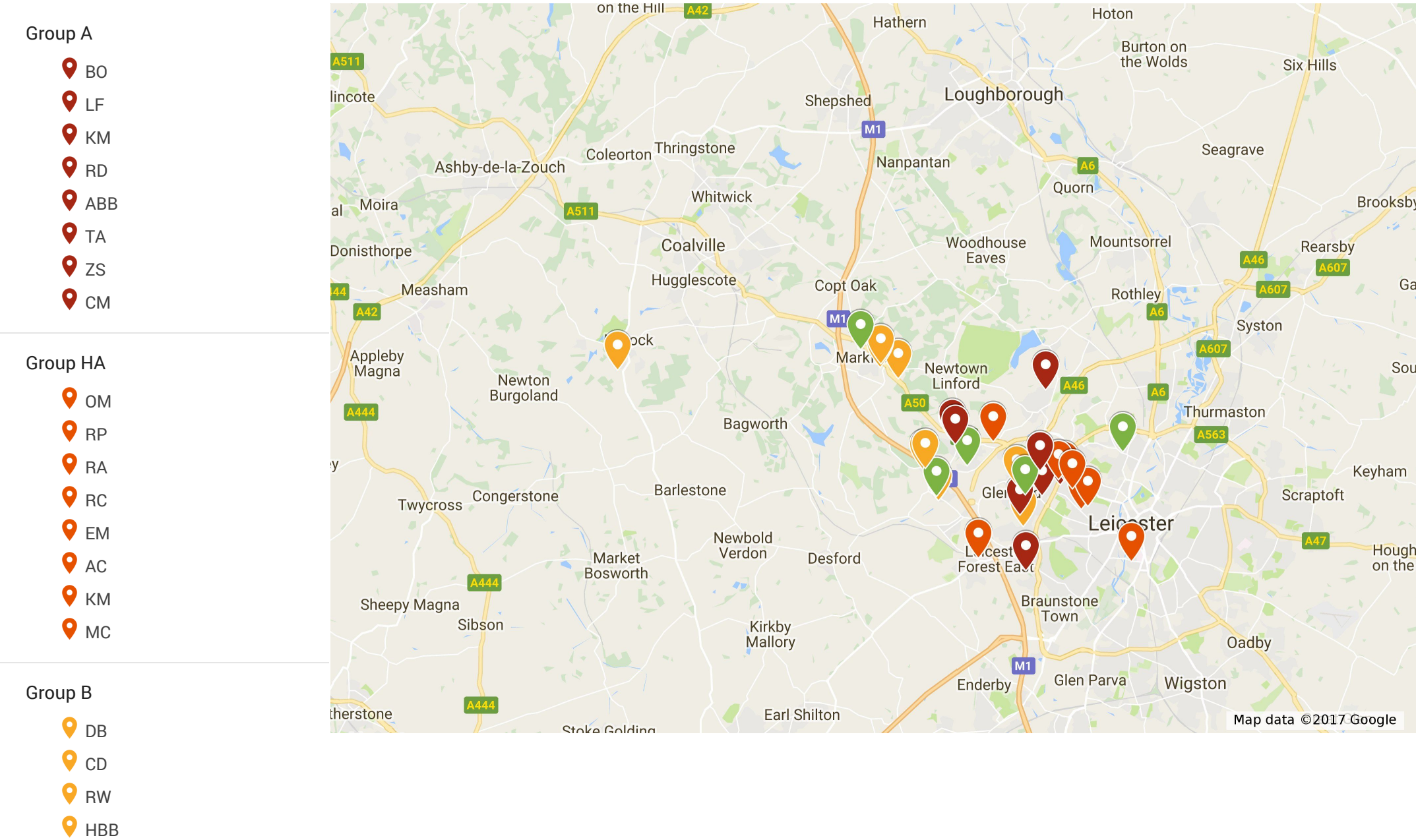
⇒ 25/01/2017—Year 11 Mock Results Day

⇒ 02/03/2017—Year 11 Exam Revision Evening 6:30pm - 8pm

⇒ 14/3/2017—Year 10 Full Reports

⇒ 16/3/2017—Year 10 Progress Report Evening

Catchment Data





LW



MG



EC



MP



KB



MB

Group C



BE



MC



BT



KS



AK

The Pupil Premium Newsletter

Spring Term—Issue



The Spring Term...

It has been a busy term for all our Pupil Premium students, both year 10 and year 11 Progress Evenings have taken place and were well attended by parents and carers. The year 11's received their mock exam results on Wednesday 25th January following a week of mock exams late in the Autumn term. This can act as an important wake up call and a reminder that much hard work will need to go into preparing for the GCSE exams. Much time has been spent by our year 11 students, completing controlled assessments to a high standard, giving them a great chance at achieving a fantastic overall grade at the end of the year. So we would like to take this opportunity to say "well done" to all those year 11's who have been working really hard this term!

Teachers and support staff alike have given up a great deal of their time over lunches, after school, in the holidays and even at weekends to support both year 10 and year 11 students to finish coursework and prepare for their GCSE exams. We would like to encourage students to continue attending these sessions as there is much research to suggest that extended support makes a significant difference to achievement in exams.

On Thursday 30th March an external agency, Positively MAD, came to Brookvale Groby Learning Campus to run an Exam Busters workshop for our year 11's. We hope students left the workshop with an array of ideas and new skills and techniques to support their revision over the Easter break and into the summer term.

Going forward...

With the summer exams in the not too distant future, we would like to encourage students to begin preparing as soon as possible, if they have not already done so. This includes ensuring they have all the revision equipment necessary for learning, are attending **ALL** extended support sessions they are invited to and creating a realistic revision timetable. Subject specialists are putting on extended support sessions for students over the Easter break and so we would like to remind students that it is imperative that they make the most of these sessions.

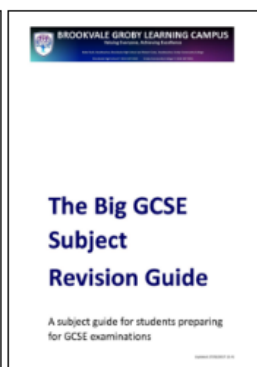
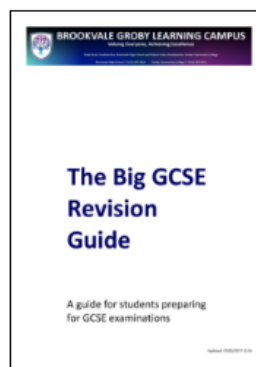
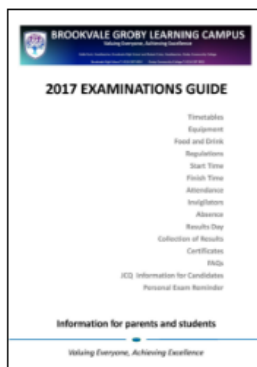
We would like to thank parents/carers for their ongoing support this term and students for their hard work and dedication. Finally, we would like to wish you all a restful and enjoyable Easter holiday and look forward to seeing you all in the summer term!

Miss Hunnybun & Mr Morris

Please do not hesitate to contact us at any time. You may e-mail us at jhunnybun@brookvalegroby.com and tmorris@brookvalegroby.com or call us on 0116 2879921 extension 299. Students can find us in our office, situated in The Hub in the Groby building.

Additional information on Pupil Premium can be accessed at <http://www.grobycoll.com/index.php/styles/pupil-premium>

The Big GCSE Revision Guides—Brookvale Groby Learning Campus



On the BGLC website, you will find The Big GCSE Revision Guide, The Big GCSE Subject Revision Guide and the 2017 Examinations Guide. Within them is lots of really useful information, hints and tips to help you prepare for the upcoming GCSE examinations. I would encourage you to access them over the Easter holidays if you have not already done so, you may find them at <http://www.grobycoll.com/index.php/students/students>.

You will have been sent the Exam Period Timetable 2017 and the 2017 Easter Holiday Sessions schedule this week, please ensure you make the most of the Easter holiday sessions if you are behind on controlled assessments or your recent interim report suggests you need to spend some time preparing more thoroughly for your exams.

Remember, these are your GCSE's —the more you put in, the more you will get out!



Get Revising is an online tool students can use to create a revision timetable in the run up to their exams—complete with reminders and alerts. Students can create an account and input all of their subjects, exam dates and personal commitments and "Get Revising" will use the information to create a revision timetable automatically. It is a great way to organise and prepare for your GCSE exams while also leaving yourself time for vital rest and relaxation.

If you want to know more about "Get Revising" you can visit their website at www.getrevising.co.uk/planner.

Happy Revising!

The Pupil Premium Newsletter



The Late Bus...

In order to ensure ALL students can access the after school extended support, Brookvale Groby Learning Campus have organised a "late bus" to arrive one hour later than the first bus and pick up students who catch a school bus. The bus will come every Wednesday so many of the extended support opportunities will be accessible to all students. It is important to make the most of this service as much as possible as attending extended support is vital in making sure you achieve the best possible grades in your GCSE examinations. Year 10 and Year 11 are welcome to use the late bus.

We look forward to seeing you there!



NCS Experience — Summer 2017

Brookvale Groby Learning Campus have teamed up with the National Citizen Service to offer

our Year 11 Pupil Premium students the experience **FREE OF CHARGE!** Completing the NCS experiences will give your CV the boost it needs to put you a notch above the rest when it comes to applying for university or work.

Students have been given information on the NCS summer experience in assembly and therefore should have a paper copy of the application form.

Please fill in the paper form and return it to the office in the Groby building—we will inform NCS that you are Pupil Premium and you will not be charged. This is an excellent opportunity, so please take advantage of it!

Year 10 Mock Exam Weeks

From Monday 19th June to Friday 30th June all year 10 students will take part in two weeks of mock exams. Just like the year 11 mock exams, which took place at the end of the autumn term, they are designed to give students a taste of what it will be like to take their real GCSE's in a years time.

We would therefore like to encourage all students to prepare thoroughly for the mock exams in readiness to take them in June. To do this, students must ensure they have all the necessary revision materials and equipment that they are entitled to **FREE OF CHARGE** which they may access at the Science Prep Office. They will need to tell the member of staff their name and that they are Pupil Premium.

They should also make the most of all the revision sessions and extended support opportunities available.

Good luck, Year 10!

Look After Yourself...

While it is vital to ensure you prepare as thoroughly as possible for your GCSE exams, it is also important to take care of your wellbeing. You can do this by:

- Taking short breaks between revision sessions
- Staying hydrated
- Eating a balanced diet and always having breakfast, especially before exams!
- Getting enough sleep
- Taking time to relax and do something you enjoy

Key Dates for the Summer Term

- ⇒ 10 – 21 April — Easter Break
- ⇒ 1 May—May Day (Bank Holiday)
- ⇒ 15 May— First GCSE Exam
- ⇒ 29 May—Mid Term Break
- ⇒ 21 June—Last GCSE Exam
- ⇒ 19—30 June—Year 10 Mock Exam Weeks
- ⇒ 3-4 July—Year 12 Induction Day
- ⇒ 14 July—End of year 2016/17

Theme: Closing the Gap Case Studies: TELA Schools/School: Richmond Primary School

The Challenge

To develop the confidence of FSM pupils, leading to greater participation in class and impact on their learning and progress
Promote wider engagement with these parents

What we did

Raised focus on FSM and PP pupils in all classrooms, through the use of yellow folders. Highlighted pupils who were not contributing in class and/or not making progress in comparison to their peers. Initiated more frequent meetings with parents – in between parents' evenings and through more informal engagement.

Targeted small group P4C sessions to develop pupils' confidence and extend into greater involvement of parents.

Raised awareness of pupils needs and interests through pupil interviews and opportunities to share. Increase in opportunities – during school and after school clubs for PP/FMS pupils

What difference did it make?

Parents appreciated the opportunities to discuss their children in addition to parents evening – dialogue meetings enabled parents to share their own thoughts and views on spending suggestions for funding.

Staff have an increased awareness of these pupils when targeting intervention and support.

The pupils who have participated in P4C sessions are much more confident to share their ideas, thoughts, and opinions. They have now realised that they have a voice and are valued. Pupils have shared thoughts and feelings, which would not have been shared otherwise and they are now being trained to lead some small group sessions themselves next year. Feedback and discussions with these children inform me that they feel much more confident themselves and they think they are different in the class situation.

There is also an academic impact which is reflected in the academic progress that these children are making.

You could try

Philosophy style sessions with the children in small groups
Finding out more about the P4C programme which can benefit all pupils

Key principles/research to support this approach

School attendance of FSM pupils
Bridging gaps with parents
Philosophy for Children – P4C programme
Empowering FSM pupils, building confidence and self-esteem to develop academic achievement

For more information

Contact Andrea Storey PP champion
Joanne Smith P4C champion
Carolyn Munton – Headteacher
Information about P4C
Speak to Andrea Storey about intervention support and engagement with FSM/PP children

Richmond Primary School – Pupil Premium/Free School Meals – Collaborative Support Meeting



Name of Pupil:

Class:

Date of meeting:

Attendees:

Successes and achievements (at school and home) since previous meeting

Any possible concerns

Targets	Support - required and possible barriers to success	How will we know we have been successful?

East Midlands Challenge –School Based Project Action Planning

School: Richmond Primary School

School Based Project title: What will the success outcome look like?	What actions need to take place to reach the outcome?	Milestone date/time Autumn Term (AT) Spring term (SpT) Summer term (ST)	Others involved in this action	How will I know I have achieved this?
Richmond will engage more proactively with parents/carers of children who are PP. We will particularly focus on FSM children, where we have little engagement with parents to support their learning at the beginning of the project. As a result the gap will close between these children and non FSM children in attainment and progress in all core subjects.	Identify a group of children within each of the 7 cohorts who are FSM and make sure everyone in school is aware of the need to champion these children	AT set up	Andrea Storey SLT Class Teachers Family Link Worker	Groups set up on TT and analysed termly alongside other groups
	Review attainment and progress of this group each half term	AT2, Sp1, Sp2, S3 and S4	Class teacher, AS and SLT	All teachers have these children identified within their Yellow Folders
	Within this group specifically target those whose parents are reluctant to become engaged within school and explore ways in which greater engagement could be achieved e.g home visits, extended family involvement	First meeting by end of AT. Meeting SpT and ST	As above	Parents identified and a plan put in place to establish how contact will be made Plan reviewed and updated termly
To engage closely with parents of the FSM children to ensuring support and understanding of personalised targets.	Ensure Structured Conversations take place with each of these parents at least 3 times a year to establish areas where they would like support. Produce an individual action plan for each child based on the initial conversations with clear SMART targets and success criteria. Ensure that everyone involved with these children are aware of their targets and how they can support the children to achieve them. Train any teachers new to the school re Structured Conversations.	First meeting by end of AT. Meeting SpT and ST	Class teachers	Logs and records on Structured Conversations have taken place and children's plans in place that are regularly reviewed Children's attainment and progress is good 100% parental attendance and engagement in home work activities with their children

East Midlands Challenge –School Based Project Action Planning

School: Richmond Primary School

To promote wider engagement with parents through a range of activities and programmes which include academic and non-academic focuses	<p>Set up a series of parents workshops, group meetings, training sessions based on the above needs analysis and use the Vulnerable Children’s Leader, Family Support Worker, SENDCo etc to set up these meetings with incentives for parents to attend.</p> <p>Workshops based on a needs analysis and could include Phonics sessions, Arithmetic sessions, how to support reading in the home</p>	Programme established for the year AT	Andrea Storey lead with other curriculum leaders as required	Workshops take place and parent evaluations are positive or constructive criticism given that enables improvements and developments to be made
<ul style="list-style-type: none"> To engage parents in P4C activities and themes 	Explore ways in which the identified parents/carers and children can become involved in the Going For Gold P4C programme which encourages thinking skills which will impact on standards across all curriculum areas	Start AT	Andrea Storey and Carolyn Munton	An established adult P4C group set up
To produce a Case Study to share with other schools within TELA.	Collate all of the above information into a portfolio throughout the year, including regular reports re progress to governors. Use this as a basis for presenting a Case Study to other TELA schools at the end of the year	Start AT and continue throughout the duration of the project	Andrea Storey and Carolyn Munton	Case Study and Portfolio completed and the project is fully evaluated ready for the following year.

Targeted Support Plan

Focus – Year group

Sessions – date and time

<u>Date</u>			
<u>Child(ren)</u> <u>Specific area of need</u>			
<u>Entry Information</u> <u>And criteria</u>		<u>Exit Information</u> <u>And criteria</u>	
<u>Qualify first teaching resources</u>			
<u>group or individual targets</u> <u>Please mention any references to IEP targets</u>	T1 – T2 - T3 – T4 -		
<u>Success Criteria</u>	<ul style="list-style-type: none">• The success criteria must relate to the specific target E.g. T1 – I can T2 - I can T3 – I can T4 - I can		

Contextual informationAdditional Intervention: eg social communication groups

ACTIONS - TERM

Reading – current data off target tracker and progress comment – may relate to term/year and comparison to peers in year groupTarget:Specific Intervention and focussed supportWriting -Target:Specific Intervention and focussed supportMaths -Target:Specific Intervention and focussed support

Theme: Support children in KS1 who have left Foundation stage not meeting expected standards.
Closing the Gap Case Studies: TELA Schools/School:

What we did: Identified the children who did not meet the standards. Put in extra support in Reading and Maths twice a week with a learning mentor. In addition, 8 of the identified children received Reading Recovery.

What difference did it make?

42% of the children in Year 1 are now at expected levels for reading in Year 1. The rest are only just below and have all made progress with their reading.

Of the targeted Year 2 children who did not pass the phonics screening test in Year 1, 83% are on track to pass the retake in Year 2.

The Challenge: Children not meeting the required standards at the end of Foundation stage and Year 1 find it difficult to close the gap, failing to meet the required standards at the end of KS1.

You could try

Children having other learning mentors who set more specific goals for them/ challenges to complete throughout the interventions.

Key principles/research to support this approach:
Sutton Trust, research on reading comprehension strategies - On average, reading comprehension approaches (which can be combined with phonics interventions) improve learning by an additional five months' progress

For more information:
Marriott primary School – Helen Johnson and Ruth Neill

Theme:

Closing the Gap Case Studies: TELA Schools/School: TECC

The Challenge

Getting parents to engage

What we did

- Thomas Estley 'In the Community' Event to engage our hardest to reach parents
- Targeting individual sets of parents to make appointments for parent's evening
- Tracking behavior data to ensure that PP students were completing homework
- Establishing positive working relationships with parents
- Targeted interventions across all subject areas

What difference did it make?

- **Increased attendance to parent's evening** (Appointments made prior to calls: 40% after calls made: 75% - attendance to parents evening: 70%)
- **Community event unsuccessful with only one parent attending. 50% of parents targeted confirmed they would attend**
- **Reduced number of C1 issued for no homework - more PP students completing homework (fewer C1s issued in subjects) than at the start of the academic year**
- **Increased engagement with parents: 80% of PP parents fully engaged and 90% partly**
- **All targeted students received intervention in subject where there was underachievement – Target groups reduced in size following each assessment point (AP1: 20 , AP2: 16, AP3 12)**

	Progress Assessment point 2	Assessment point 3	Progress rate above expected progress
Disadvantaged	2.87	3.05	+0.18
Disadvantaged high ability	3.34	3.40	+0.06

GCSE (KS4) Extended Support - extra help with your work at lunch times and after school



Your teachers work hard to ensure you get the best qualifications possible.

There are a number of sessions arranged on a weekly basis to help throughout the year


Remember the library is open until 4.10 every Wednesday for you to use to do homework or revision

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Other
Art	KS3&4 Lunch D1 ES KS4 Lunch D2 LL	KS4 Lunch D2 LL	KS4 3:10-4:10 D1 ES / LL	KS4 Lunch D1 ES		
Business Studies			Support available 12.30-12.55			
Drama		3.10-4.10 practical support (drama studio)	Lunch time – essay support			
English		12.30 Drop in 3.10-4.10 Ks4 E8		12.30 support E8		More structured sessions/topics to be named nearer to exam time
Food and Preparation		Support available in D3 12.25-13.00				Master classes available every half term
French				French Clinic in L1 – all aspects of support – Lunch time		
Geography				Geography Club 12.50-13.20	Geography Club 12.50-13.20	
Health & Social Care	B2 support with Mrs Hartley 12.55-1.20				B2 support with Mrs Hartley 12.55-1.20	
History		Revision and homework support drop in at lunch	Revision and homework support drop in at lunch	Revision and homework support drop in at lunch		
ICT	To commence in Jan					
Maths	Lunchtime 12.30 – 1pm Miss Vadera (M3)	Lunchtime 12.30 – 1pm Mr Cook (M4)	Lunchtime 12.30 – 1pm Mr Hughes (M1)	Lunchtime 12.30 – 1pm Mr Hutchinson (M2)	Lunchtime 12.30 – 1pm Mrs. Ducey (M5)	
Music		3.10-4.10 support for all aspects (MR)				
P.E.			Revision support 12.25-13.20			
Dance					Support available every second Friday in DS with Mrs Bancroft	
Resistant Materials	Support available in D6 12.30-13.10	After school support 3.10-4.10 in D6			Support available in D6 12.30-13.10	
Religious Studies				Revision sessions available in CRE 1 – 12.20-13.00		
Science	Support with Mrs Rotimi in S2	12.25-13.00 S3 Mrs Hart Revision & homework support		12.25-13.00 S2 Mr Ansley Revision & homework support	12.25-13.00 S2 Mr Kelly Revision & homework support	
Spanish		Listening, reading and translation support 12.30-13.10 (L2)				Speaking support available in the lead up to speaking assessments
Textiles			Lunchtime support 12.20-13.20			

CLOSING THE GAP FOR PP AND VULNERABLE STUDENTS

HOW CAN META COGNITION STRATEGIES SUPPORT LEARNING

How can we support vulnerable students to fulfill their potential?



How can we support
vulnerable students to fulfill
their potential?

Filter Toolkit

Filter results by keywords



Cost



Evidence



Months Impact

Toolkit Strand ^

Cost v

Evidence Strength v

Months Impact

Mastery learning

Moderate impact for very low cost, based on moderate evidence.



+5

Mentoring

Low impact for moderate cost, based on moderate evidence.



+1

Meta-cognition and self-regulation

High impact for very low cost, based on extensive evidence.



+8

One to one tuition

Moderate impact for high cost, based on extensive evidence.



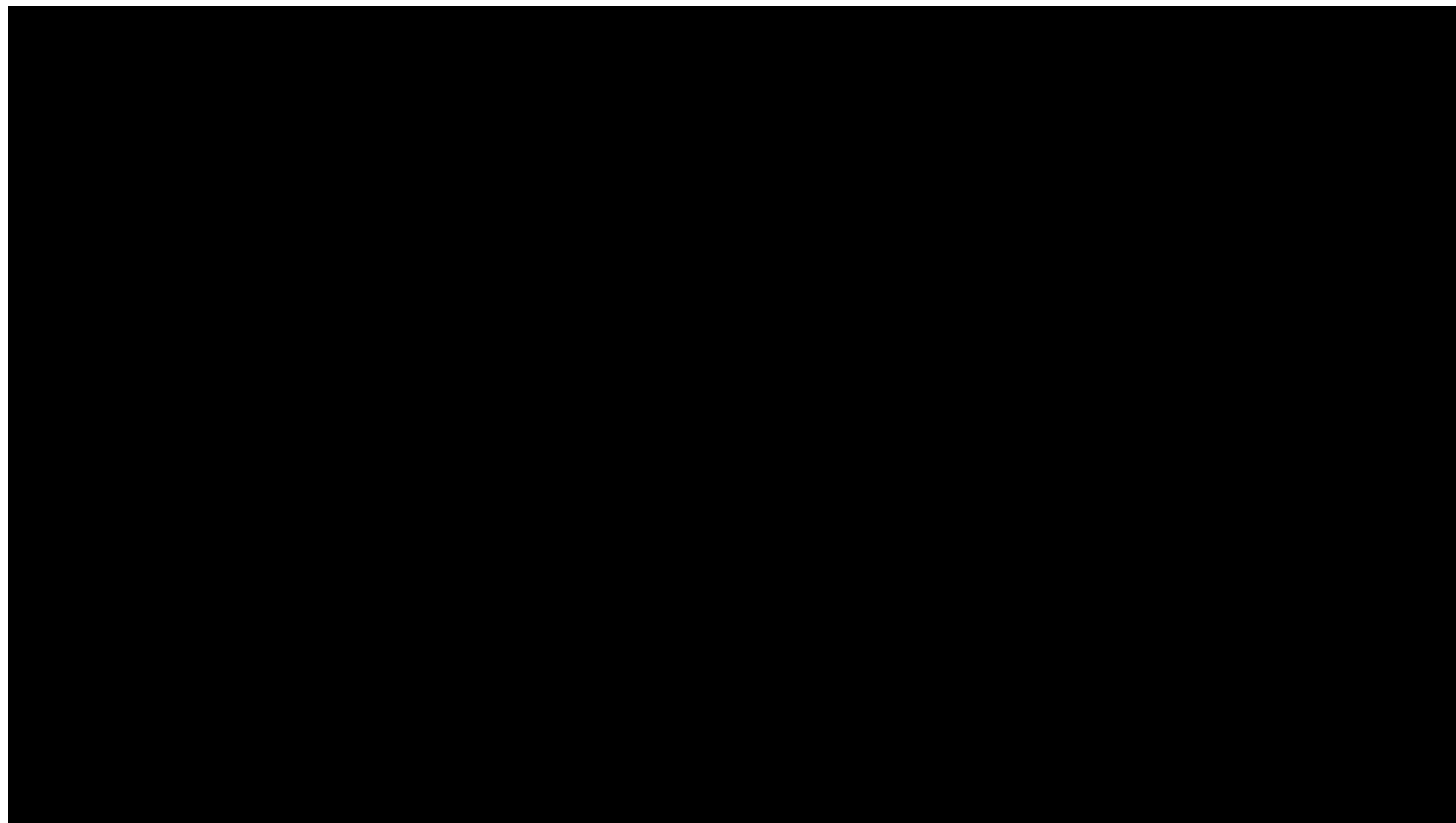
+5

Oral language interventions

Moderate impact for very low cost, based on extensive evidence.



+5



Dylan Wiliam, EEF and Sutton trust

Teaching Metacognition ➡ Improving Learning



Benefits:

Connecting new information to previous knowledge

Students own the learning process

Selecting thinking strategies to suit each learning style

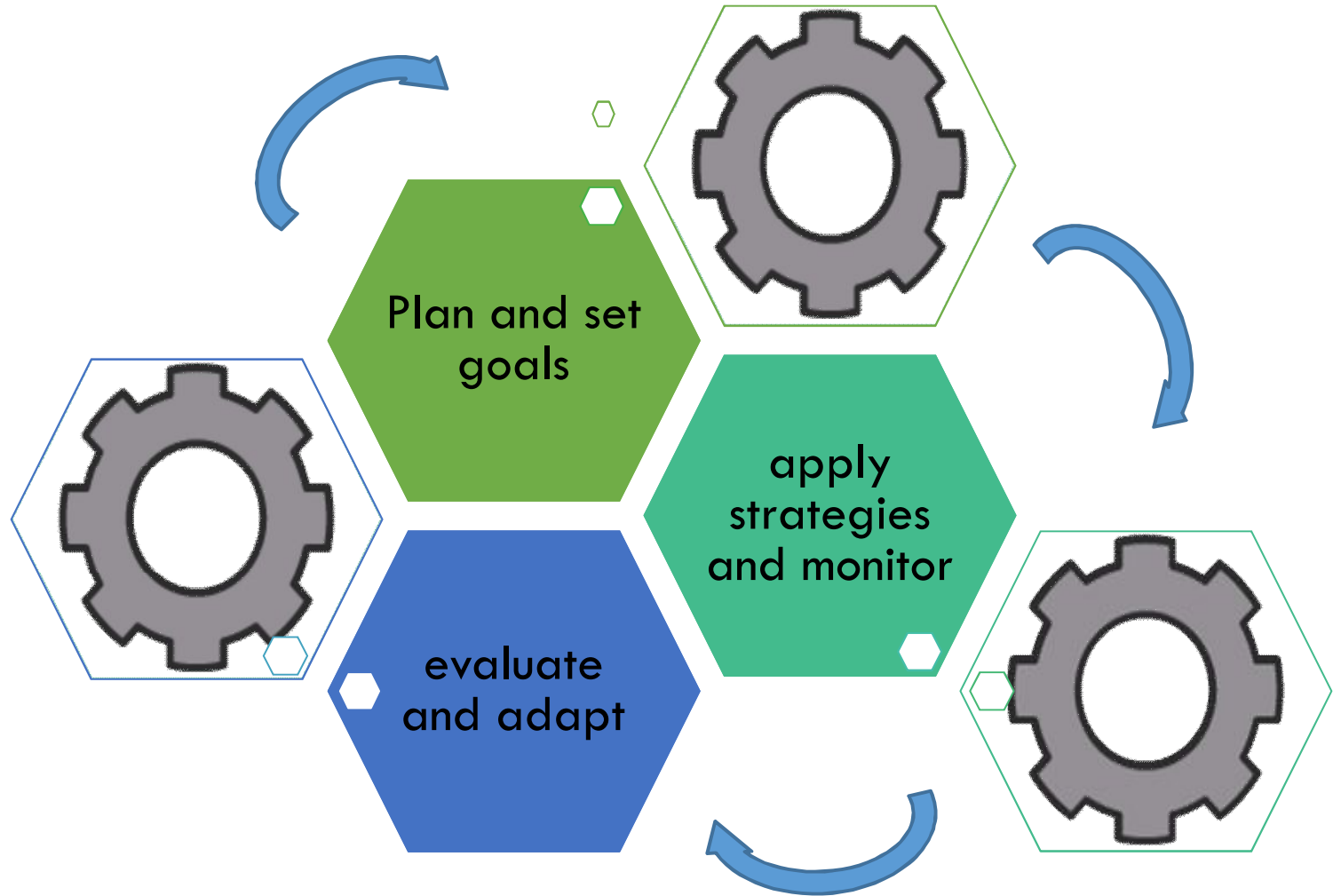
Promotes independence and resilience

Plan, Monitor and Evaluate

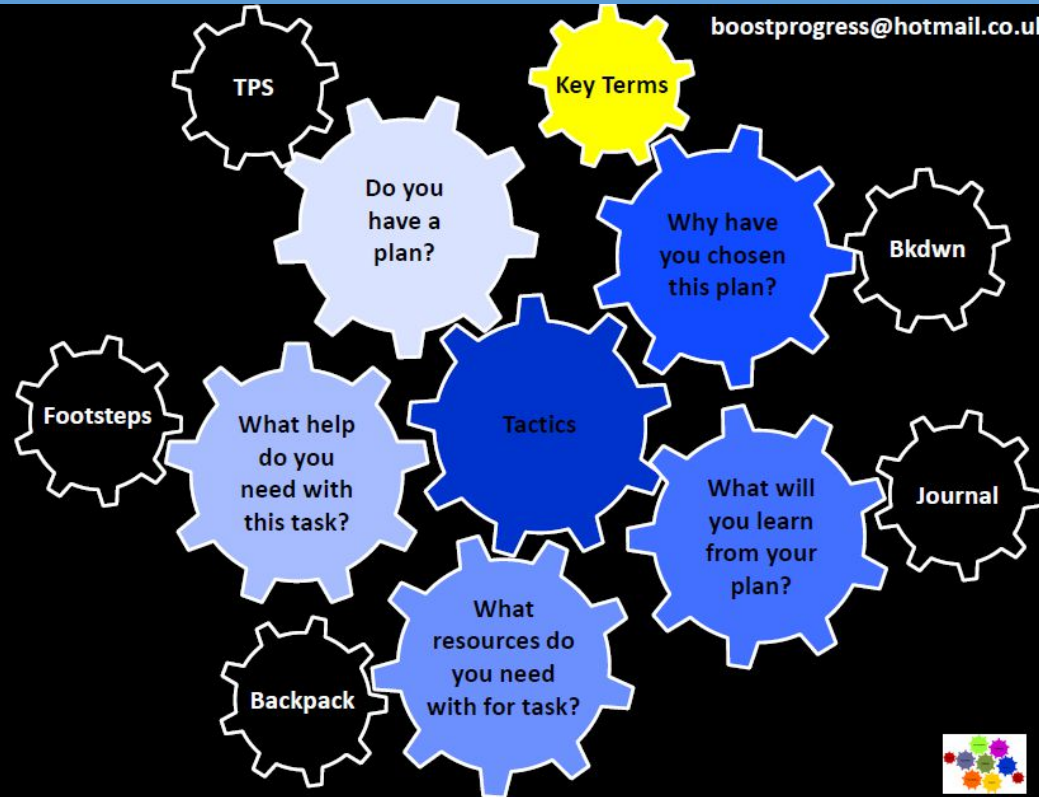
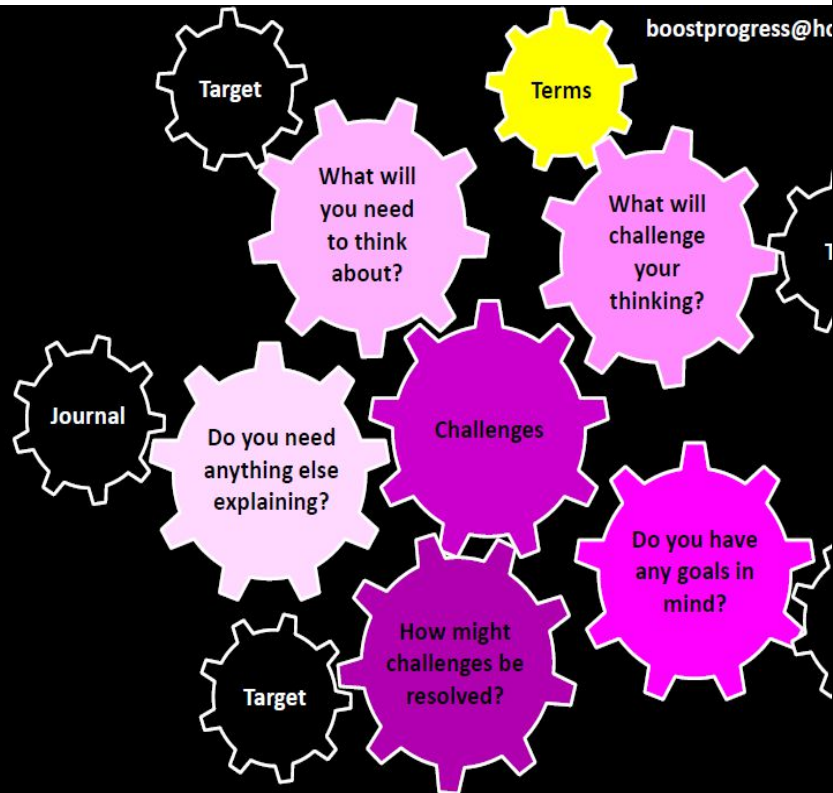


Teaching approaches which **encourage learners to plan, monitor and evaluate** their learning have very high potential, but require careful implementation.

Have you taught vulnerable students explicit strategies on how to plan, monitor and evaluate learning?



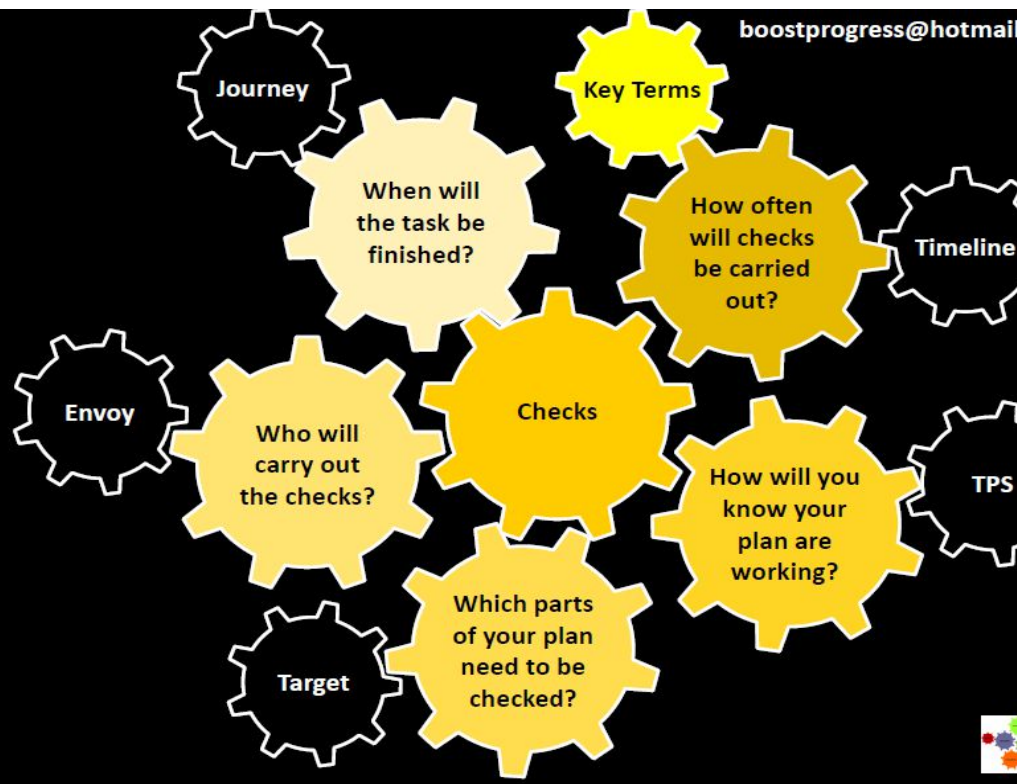
Teaching how to plan



Teaching how to monitor

Teaching how to monitor:

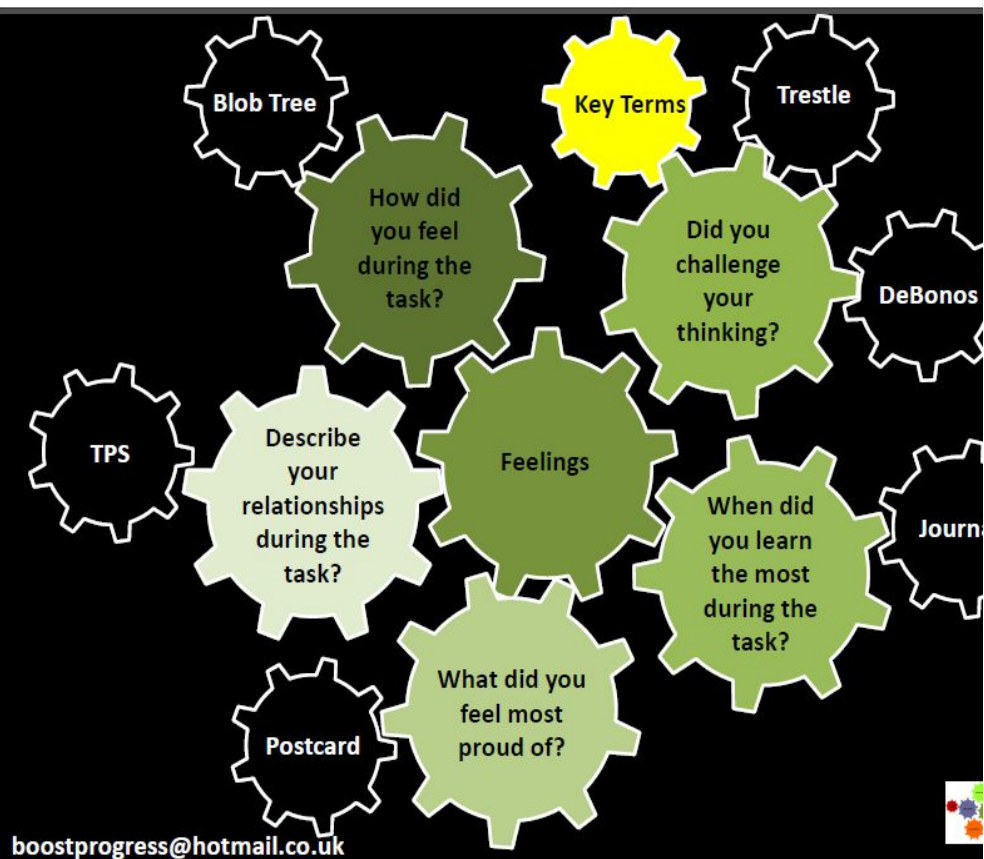
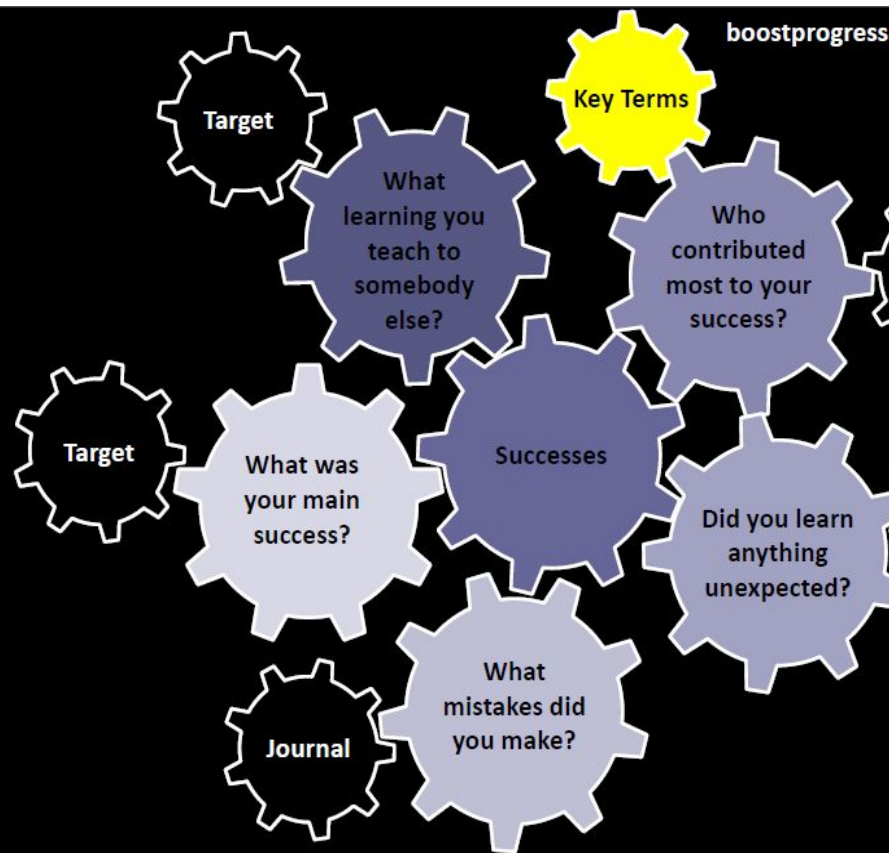
Ask students to consider where the task might go wrong?

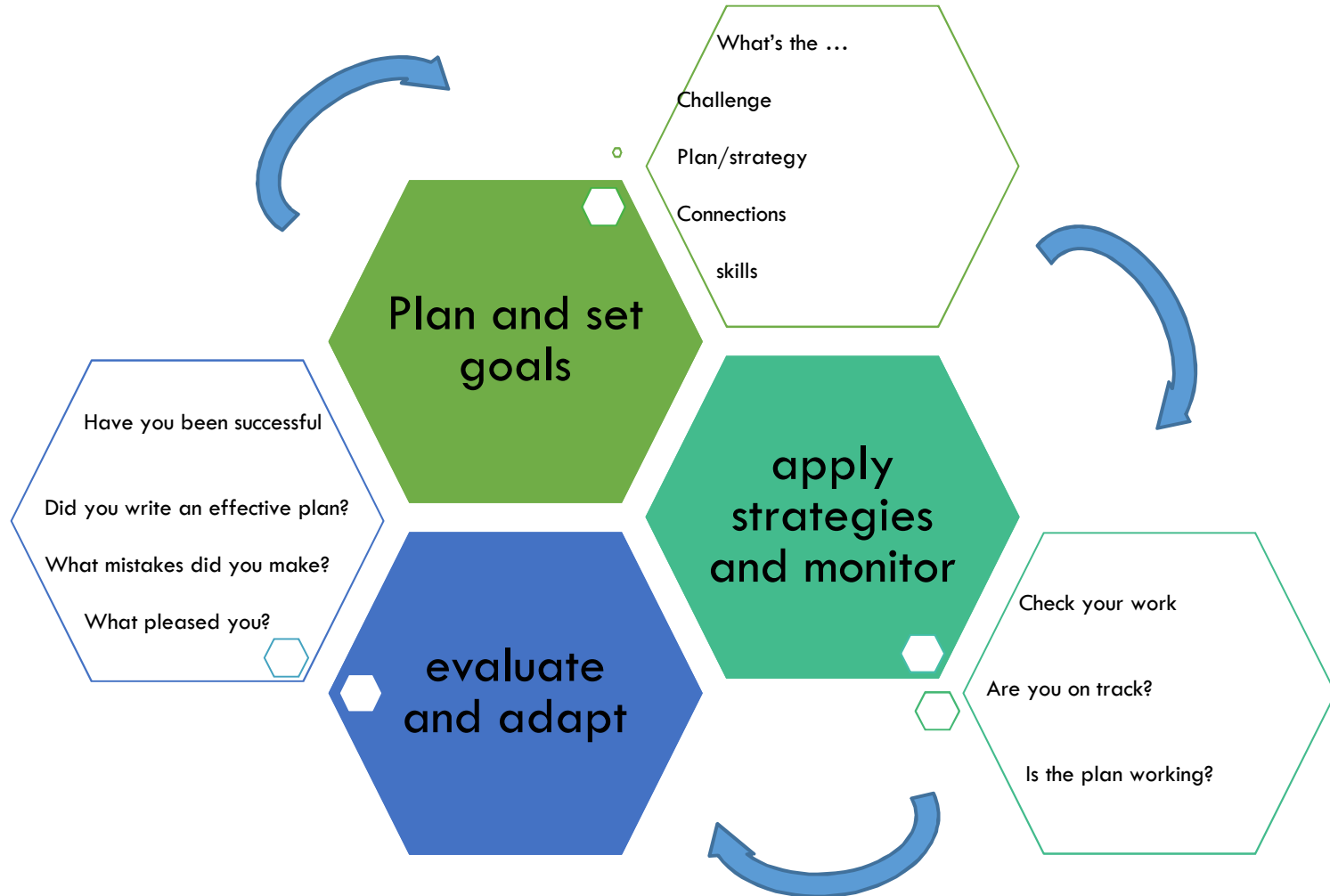


Teaching how to evaluate

Teaching how to evaluate:

Ask students to consider how they would improve their approach to the task if they completed it again?

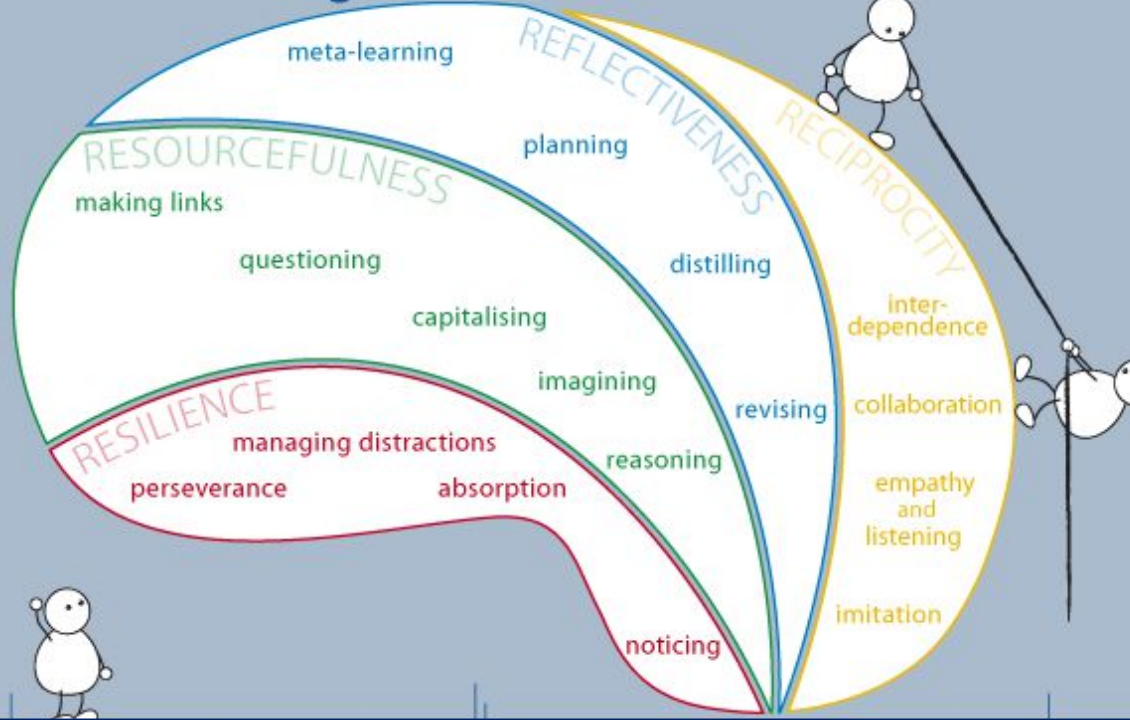




Reflectiveness

Reciprocity

Your Learning Powered Mind



Resilience

Resourcefulness

Task

- Test out the method in a follow up lesson. Consider using the planning sheet
- Plan, monitor and evaluate

A RISING
TIDE
LIFTS' &



ALL

BOATS.

Improving the achievement of our Pupil Premium students

How frequently do you:	Always	Sometimes	Never
Prioritise PP students in any activity that you believe is particularly likely to improve students' commitment, interest or progress?			
Visit PP students first in lessons to guarantee they get your attention and get them started with the task promptly?			
Where possible, give PP students high status, challenging roles in group tasks: e.g. chair, summariser?			
Make sure that PP students sit where you can easily get to them?			
Mark PP students' work first and/or more often?			
Mark PP students' homework almost as soon as it is handed in?			
Schedule into lessons occasional, more formal 'learning conversations' with PP students, and record and act on the outcomes of such conversations?			
Deliberately design some lessons to inspire students without worrying too much about whether the lesson will guarantee progress in the short-term?			
Plan differentiation to support student engagement as well as to support low attainers?			
Explicitly direct PP students to free on line sources of support for the current topic, or for revision?			
Take extra care over how you set homework: ask students (particularly PP students) to decide when and where they will do their homework?			
Ask students to anticipate what might get in the way of homework, and help them to plan how to evade these 'homework blocks'?			
Ensure that PP students have sources of support for their homework?			
Offer PP students the opportunity to do their homework in school before they go home?			
Find out if any of your PP students are getting extra help during the week - for example in maths or English?			
Ask PP students' other teachers about techniques that are particularly effective in maintaining those students' engagement and progress?			
Praise pupil premium students?			

‘Ofsted Ready’ – Pupil Premium Self-Review

Student characteristics		Action
Are there any patterns within the PP cohort data? Are girls doing better than boys? Why?		
Do any of the PP students have additional barriers to learning which may make it harder for them to achieve? E.g SEND/CLA, safeguarding factors		
Achievement		
Has the school considered evidence such as the EEF toolkit?		
Do senior leaders liaise with colleagues from other schools to seek good practice?		
Do senior leaders liaise with feeder schools to see what proved successful in the past for these students?		
Do senior leaders liaise with colleagues from within a development group to discuss successful strategies?		
What assessment systems does the school use to evaluate impact of interventions?		
Does the school evaluate interventions frequently?		
Are the gaps closing in all subjects? How quickly?		
Progress of HA PP students?		

Leadership & Management

Do senior leaders observe interventions to ensure students are receiving the same quality of T&L?		
Do senior leaders focus on the quality of T&L of groups when observing lessons?		
Do senior leaders monitor interventions to ensure students are being challenged to make further progress?		
Do senior leaders carry out work trawls of PP work?		
Does the school personalise spending or focus on whole school priorities?		
Do the schools strategies for spending specifically match the perceived barriers for learning for its disadvantaged students?		
Are targets aspirational for PP students?		
Do all staff 'buy into' the reasons behind PP funding?		
Does the school provide wider opportunities?		
Are breakfast clubs, after school interventions targeted at PP students?		
How many students attend these sessions?		
Extracurricular – what is the Uptake of PP students?		
Does the school provide a buddying/mentoring programme?		
Do students feel confident asking for help?		
Does the school provide emotional and social support for its PP students?		

Do PP students feel safe, happy and ready to learn?		
Do students have a space to use after school to do homework? Does the school have case studies?		
Do students have access to resources to support learning?		
Do senior leaders monitor progress data regularly?		
Do governors understand PP funding?		
Does the link governor meet termly with senior leaders to discuss PP?		
Does the link governor have a particular focus during a monitoring visit?		
Does the governor hold senior leaders to account for PP funding?		
How does the school engage parents?		
Teaching		
What do class teachers do to specifically target PP students within the classroom?		
Do all teachers know who PP students are in their classes?		
Are PP students set appropriate homework which extends learning?		
Do students receive high quality feedback		

How does the class teacher divide their time to ensure that they target key vulnerable groups – PP/HA/SEND		
How are LSA deployed? Is it effective?		
Do LSAs lead out of lesson interventions? Are these sessions used to consolidate skills or do they teach something completely new?		
How does the school ensure quality first teaching?		
Are LSAs given the opportunity to observe best practice in other schools?		
Are all PP students supported to do even better?		
Does the school encourage PP students to think aspirationally about their future?		
Are student offered careers guidance and visits to colleges/universities		
Next steps		

Closing the Gap with a focus on disadvantaged students



Context/Background

- My Pupil Premium journey!

WE'VE BEEN SELECTED
AS A SPEAKER AT THE

**SSAT
ACHIEVEMENT
SHOW 2016**

COME AND SEE US ON 23 JUNE AT EMIRATES STADIUM

ssat the school standards and success trust

BOOK YOUR PLACE: SSATUK.CO.UK/AS16



Social Mobility Commission (Feb 2017)

Why does poor children's progress drop off at secondary school?

SMC Press Release

**‘The gap between poor students’
attainment at
primary and secondary school is
worsening’**

Social Mobility Commission (Feb 2017)

Key Findings

- **FSM children achieve almost half a GCSE grade less progress in Attainment 8 core subjects**
- **School culture:– setting/sharing high expectations**
- **Successful schools use data to track progress and intervene swiftly and flexibly**
- **High quality teachers who have high expectations**
- **The teaching of students with SEND needs to be prioritised**
- **Students from low income families are less likely to make progress when they are grouped by ability**

Key Recommendations

- **Provide early intervention at KS3**
- **Develop a school culture of universally high expectations**
- **Analyse data to intervene when progress stagnates or drops**
- **Exercise caution if using setting and streaming**
- **Prioritise support for students with SEND**
- **Quality first teaching**
- **Improve understanding of teaching techniques that support disadvantaged students**
- **Reduce exclusion rates**
- **Provide early and regular careers guidance**

Pupil Premium Reviews

- Any school can commission a pupil premium review to look at its strategy and identify ways they can use the funding more effectively
- Ofsted will recommend a review if they identify concerns with the school's provision for disadvantaged students

Self Review

Student characteristics	
Are there any patterns within the PP cohort data? E.g. Are girls doing better than boys? Why?	
Do any of the PP students have additional barriers to learning which may make it harder for them to achieve? E.g SEND/CLA, safeguarding factors	
Achievement	
Has the school considered evidence such as the EEF toolkit?	
Do senior leaders liaise with colleagues from other schools to seek good practice?	
Do senior leaders liaise with feeder schools to see what proved successful in the past for these students?	
Do senior leaders liaise with colleagues from within a development group to discuss successful strategies?	
What assessment systems does the school use to evaluate impact of interventions?	
Does the school evaluate interventions frequently?	

Review Guidance

In May 2016, the Teaching Schools Council published the latest guide to 'Effective pupil premium reviews' (<http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/>)

Proven successful strategies My Top 10



Department
for Education

What are the most effective ways to support disadvantaged pupils' achievement?



Evidence for
Excellence in
Education

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole school ethos of achievement for ALL

2. Addressing behaviour and attendance

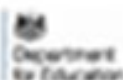
3. High quality teaching for all

4. Meeting the needs of all learners

5. Deploying staff effectively

6. Data driven responding to evidence

7. Clear, responsive leadership



Supporting the attainment of disadvantaged pupils: articulating success and good practice

Research report

November 2015

Shona Wadood, Caroline Sharp, Denise Bernardelli - National Foundation for Educational Research

Amy Skipp - Ask Research

Steve Higgins - Durham University

1. Accountability

- ✓ Publish details of spending and impact (previous years)
- ✓ Total for the academic year
- ✓ How do you plan to spend the funding – reasons and evidence for this spending
- ✓ How was the money spent last year?
- ✓ What was the impact?

Online reporting



National College for
Teaching & Leadership



Pupil Premium (Disadvantaged Students) strategy statement: Thomas Estley Community College 2016-17

1. Summary information

School	Thomas Estley Community College				
Academic Year	2016/17	Total PP budget		Date of most recent PP Review	n/a
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	2017

2. Current attainment

Key Stage 4		
	Pupils eligible for PP - 2016/17 year 11 cohort	Pupils not eligible for PP 2016/17 year 11 cohort
Progress 8 score average	Not available until Autumn 2017	-
Attainment 8 score average		-



2. Personalisation

**Know your students and
target the intervention**

3. Raising staff awareness

Keep all stakeholders informed

What is the impact of the intervention?

Ensure all staff are committed to the difference that pupil premium funding can make

Why are they such an important group of students?

4. Monitor – Quality and Impact

- **Intervention is it having impact?**
- **Systematic tracking of progress data**
- **Ensure students receive the same high quality teaching you would expect them to receive in a class room**
- **Who is delivering the intervention sessions?**

5. Outward Facing

- **Networking with other schools**
- **Sharing successful strategies**
- **Look at performance tables what schools have the smallest gaps with similar contexts – what are they doing?**
Visit/contact

6. Raising Aspirations



- Early and regular careers guidance
- Visits to universities/Skills Show etc..
- NEET – Post 16 plans? Tracking progression routes

7. The More Able

- **Remember it's not just about narrowing the gap, it's also about enabling students who are eligible for the funding and already achieving highly to do even better**
- **Do you know who your more able PP students are?**
- **What intervention do you provide for these students?**

8. Parental Engagement

- Engage parents/carers in the process
- Reach out to parents/carers
- Be creative when looking for ways to engage parents/carers

9. A Pupil Premium Achievement mentor

- Building links/positive working relationship with students, parents/carers 'working in partnership' – Parents evening appointments
- Data analysis & deployment
- Progress meetings/Passports
- Liaising with teaching staff
- Small group and one to one tuition

10. Quality First Teaching


Filter Toolkit	Toolkit Strand ^	Cost v	Evidence Strength v	Months Impact v
Filter results by keywords	Mastery learning	£ £ £ £ £	£ £ £ £ £	+5
	Moderate impact for very low cost, based on moderate evidence.			
£ Cost	Mentoring	£ £ £ £ £	£ £ £ £ £	+1
£ Evidence	Low impact for moderate cost, based on moderate evidence.			
+1 Months Impact	Meta-cognition and self-regulation	£ £ £ £ £	£ £ £ £ £	+8
Reset ↻	High impact for very low cost, based on extensive evidence.			
	One to one tuition	£ £ £ £ £	£ £ £ £ £	+5
	Moderate impact for high cost, based on extensive evidence.			
	Oral language interventions	£ £ £ £ £	£ £ £ £ £	+5
	Moderate impact for very low cost, based on extensive evidence.			

EEF Toolkit

Intervention Logs

Student Passport

"Tell me and I will forget; show me and I may remember; involve me and I will understand!"

[Redacted]		Support Student Passport		 Groby Community College <i>Achieving Excellence Together</i>
D.O.B - 07/01/2001		Author: Jessica Hunnybun	Date of Update:	
Group(s): PP/OOC		I would like you to know that: My timetable has been changed a lot of times, but I am now happy with it and I am happy in my lessons also. I am not confident in my abilities and need a lot of reassurance, I am also self-conscious and like to receive feedback discreetly.	I find it difficult to: Take in information if the teacher has been talking for a long time Read aloud in front of the class Spell correctly - I get letters mixed up in words and forget silent letters Concentrate when sitting with friends Catch up on work if I have been absent	
Access Arrangements: 25% Extra Time	Aspiration(s): To do A-Levels and go to university To be a surgeon or paramedic	This means that:		

It would help me if you could:

Talk to me 1:1 after the task is set to ensure I understand what I need to do
 Give me homework to help me cement my learning
 Give me written and verbal feedback including how I can improve my work, I always strive to produce work of good quality.
 Give me lots and lots of quiet, discreet praise - I work very hard and when this is recognised it motivates me more.
 Encourage me to believe in myself!

I will help myself by:

Get the Maths and Science workbooks
 Practise spelling words that I often spell incorrectly
 Keep up my good attendance
 Stick with my current timetable
 Keep attending RWCM in the mornings
 Keep working hard!
 Believe in myself!

Additional Support:

Pupil Premium Achievement Mentor (JHU)/Pupil Premium Learning Support Assistant (TMO)/Attendance Support Officer (ALO) SENCo (SVA)

Date & Attainment information:

	KS2	
	E	4C
CATS:	M	3A
LASS:RCA:SS	RCS:SS	S (TA) 4

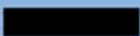

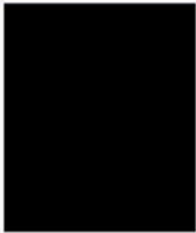
Enrichment / Trips / Extracurricular:

Post 16 Plans: A-Levels

Pupil Premium student passport

Student Passport

"Tell me and I will forget; show me and I may remember; involve me and I will understand!"

		Support Student Passport		 Groby Community College <i>Achieving Excellence Together</i>
D.O.B - 07/01/2001		Author: Jessica Hunnybun		Date of Update:
Group(s): PP/OOC		I would like you to know that: My timetable has been changed a lot of times, but I am now happy with it and I am happy in my lessons also. I am not confident in my abilities and need a lot of reassurance, I am also self-conscious and like to receive feedback discreetly.		I find it difficult to: Take in information if the teacher has been talking for a long time Read aloud in front of the class Spell correctly - I get letters mixed up in words and forget silent letters Concentrate when sitting with friends Catch up on work if I have been absent
Access Arrangements: 25% Extra Time	Aspiration(s): To do A-Levels and go to university To be a surgeon or paramedic	This means that:		

It would help me if you could: Talk to me 1:1 after the task is set to ensure I understand what I need to do Give me homework to help me cement my learning Give me written and verbal feedback including how I can improve my work, I always strive to produce work of good quality. Give me lots and lots of quiet, discreet praise - I work very hard and when this is recognised it motivates me more. Encourage me to believe in myself!	I will help myself by: Get the Maths and Science workbooks Practise spelling words that I often spell incorrectly Keep up my good attendance Stick with my current timetable Keep attending RWCM in the mornings Keep working hard! Believe in myself!
---	--

Additional Support: Pupil Premium Achievement Mentor (JHU)/Pupil Premium Learning Support Assistant (TMO)/Attendance Support Officer (ALO) SENCo (SVA)	Date & Attainment information:		KS2	
			E	4C
	CATS:		M	3A
	LASS:RCA:SS	RCS:SS	S (TA)	4

Enrichment / Trips / Extracurricular:	Post 16 Plans: A-Levels
---------------------------------------	-------------------------

Emotional Well Being

- External barriers
- Parental engagement
- Track attendance/intervention
- Home visits
- Mindfulness Sessions



What next for us?

- LEEP Project – Working with parents/carers
- Unpick barriers to learning in lessons
- White disadvantaged boys – Project
- Systematic tracking of data/Intervention to ensure IMPACT!

Questions

Closing the Gap Case Studies

Theme: improved relationships and closing of P8 gaps

TELA Schools/School: RSA

The Challenge

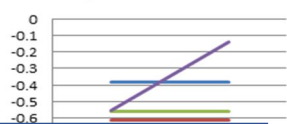
- Engage parents in their child's education
- Close the gender gap
- Poor P8 scoring for DA group(s)
- PA too high for FSM

What we did

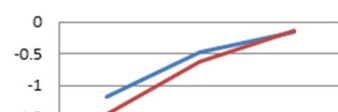
- Book parent evening appointments on behalf of DA students and in advance
- Send reminders to parents about important events
- Improve levels of intervention. Introduced coursework catch up days
- Extended HAPP tutor group (monitored behavior, attendance and progress weekly)
- Targeted poor attendees – attendance surgeries, target setting, small group catch up sessions

What difference did it make?

Progress 8 PP



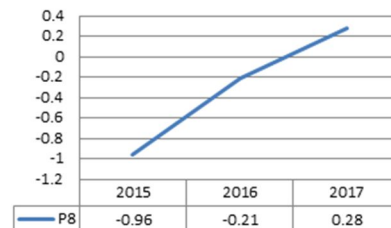
Progress 8 PP Boys/Girls



Progress 8 PP Ability Groups



Progress 8 FSM



Key principles/research to support this approach

- Attendance at parents evening was poor for DA families
- Seminar given by Sir John Dunford
- EEF toolkit

Year 7 87.5 %, Year 10 84.61 % and in Year 11 80 % of parents attended this event compared to 10 in the previous year.

Vicky McNair
Assistant Principal - Inclusion
vmcnair@rsacademy.co.uk

Theme:
Donington College

Closing the Gap Case Studies: TELA Schools/School: Castle

What we did

- Identified barriers to learning for pupils in order to target interventions specifically for individual children
- Regular Raising Achievement board meeting with HoY, SLT and Attendance officer to identify problems with attendance and plan resulting actions
- Increased parental engagement- Promote attendance at parents evening, introduction of Show my Homework
- Improved Tracking and monitoring through the introduction of Go4Schools to be able to identify underperformance and address issues promptly

What difference did it make?

All	National	CDC	Jan	April	Forecast	Pupil	National	CDC	Jan	April	Forecast
	2016	2016				Premium	2016	2016			
RWM	53	40	40	47			60	22	28	28	
Reading	66	49	73	69	83		72	35	60	56	72
Writing	74	72	71	72	87		79	57	56	56	76
Maths	72	54	43	57	64		76	30	32	40	56

The forecast data suggests that the gap is closing but it still exists. We will only be able to gauge the true impact when we receive the results in a few weeks. The drop in performance of PP students in April's Reading assessment was attributed to it being a particularly difficult paper.

The Challenge

Close the gap in Key stage 2 SATs
for year 6 pupils

You could try

- PP on performance management
- Seating plans to benefit PP students
- Regular line management meetings with Evidence driven discussion
- Battleboard with photo of pupils, their progress and their barriers to learning clearly identified.

Key principles/research to support this approach

- Sutton Trust EEF Toolkit
- Quality first teaching for all
- Trying to raise standards for all

For more information

- Previously a large amount of money had been spent on one to one tutoring and support and it was felt that this had little impact for high expense and we wouldn't recommend this as a strategy in future.