



Summary table of Department for Education's key measures (Year 11 students)

Key Headline Measure	National	STM 2018	STM2019
Progress 8 (All Pupils)	0	-0.015	-0.231
Progress 8 ( <b>disadvantaged pupils</b> )	-0.45	-0.645	-0.679
Attainment 8 (All Pupils)	46.5	47.90	47.8
Attainment 8 ( <b>disadvantaged pupils</b> )	36.7	38.90	37.2
% of students achieving a <b>grade 5</b> or above in English and Maths	43.0%	46.0%	43.1%
% of students achieving a <b>grade 5</b> or above in English and Maths – <b>Disadvantaged</b>	24%	28.8%	25.5%
% of students achieving a <b>grade 5</b> or above in English and Maths – Non Disadvantaged	50%	51.3%	47.8%
% of students achieving a <b>grade 4</b> or above in English and Maths	63%	70.6%	67.9%
% of students achieving a <b>grade 4</b> or above in English and Maths – <b>Disadvantaged</b>	44%	55.9%	50.9%
% of students achieving a <b>grade 4</b> or above in English and Maths – Non Disadvantaged	72%	75.1%	72.5%

Impact of Pupil Premium Funding 2018 – 2019		
Barrier (B) & Desired outcome (DO)	Action/ Impact Criteria	Estimated impact and lessons learned: Did chosen actions meet the success criteria and comment on whether you will continue with this approach and if so anything you will do differently in 19/20
B: DA progress (particularly boys) and attitudes towards learning  DO: Improved attitudes towards attainment and progress	<p>Closer monitoring of teaching, learning, marking &amp; feedback, challenge and revision</p> <p>Extra classes in Maths and English (increased staffing) to allow a greater level of targeted staff support for DA students and greater consideration re deployment of staff and students to setting arrangements (and to allow smaller class sizes in Years 7 &amp; 8)</p> <p>Performance Management systems</p> <p>Raising achievement meetings and regular progress check data reported to SLT indicates that gaps are closing in Maths and success in English is being maintained</p> <p>Increased teaching time in English (KS3 &amp; KS4) and Maths (KS4) for key ability groups with increased TA support. Support the need for greater challenge in English at KS3 and implementation of new schemes of work with an extra hour of contact time for Year 7 English catch-up students.</p> <p>Extra contact time in Maths with key/ identified groups – middle and lower ability students supported with an extra supplementary Maths lesson</p> <p>Deployment of DA students re setting arrangements</p> <p>Continue to focus on adopting the best practices in written feedback as part of regular marking of student work, prioritising the marking of DA student's work.</p>	<p>Evidence from monitoring of teaching and learning shows that overall disadvantaged students, and particularly boys, are engaged in lessons. Teachers and other adults have high expectations of them and, for example, ensure that sub-standard work is redone.</p> <p>Work samples show that there is little difference in the quality of work produced by disadvantaged and non-disadvantaged students.</p> <p>KS4 outcomes for disadvantaged students improved up to and including 2017 examinations, but the introduction of the new GCSE examinations appears to have had a disproportionately negative impact on disadvantaged students in 2018 and 2019. This is a trend that has been seen in most other North Tyneside schools. Outcomes in Vocational courses at KS4 have not seen the same negative change.</p> <p>There have been some GCSE subjects which have not been as negatively impacted such as History, and so staff are looking at particular practices which can be shared more widely.</p>

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B: Aspiration - Deployment and setting/ self esteem/ confidence/ resilience of DA students  DO: Improve and challenge aspirations of DA students so that they are equal to or greater than non DA students	Brilliant Club – year 8 working with a PhD tutor in area of Arts and Humanities Pupils work effectively as a team and receive positive feedback from their PhD tutor. Pupils produce a report of a high standard with minimal deductions (marks taken off for lateness etc)	<p><b>Results</b></p> <p>83% of students achieved a 1<sup>st</sup>/2:1 (75% of PP students)</p> <p><u>Progress made between baseline assignment and final assignment</u> Overall = 34% / PP = 34%</p> <p><u>Progress in the following areas:</u> (Baseline average to final average)</p> <p>Meta cognition improved by 8% (Nationally = 3%)</p> <p>Motivation improved by 3% (Nationally 0%)</p> <p>Self efficacy was high and maintained at 5.3/7</p> <p>Written communication 37% (Nationally 23%)</p> <p>Subject knowledge 30% (Nationally 22%)</p> <p>Critical thinking 40% (Nationally 26%)</p> <p><u>Quotes from pupils</u></p> <p>‘I thought that the programme overall was really good and that it was a great experience. I feel a lot more confident about university now.’</p> <p>‘I enjoyed the experience of doing some work at this standard.’</p> <p>‘It was great and I feel more comfortable about going to university.’</p>

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Barrier (B) & Desired outcome (DO)	Impact Criteria	Estimated impact and lessons learned: Did chosen actions meet the success criteria and comment on whether you will continue with this approach and if so anything you will do differently in 19/20
B: Poor literacy skills on entry of a particular cohort of DA students  DO: To improve Student Reading Ages and nurture a love of Reading across the curriculum and beyond to create independent, fluent and confident readers with a broad vocabulary and improved inference skills.	<ol style="list-style-type: none"> <li>1. Review/ evaluate the impact of Accelerated Reader and Phonics Programme</li> <li>2. Measure Progress and Increased Reading ages and increased lending and footfall in Library.</li> <li>3. Improved Outcomes across the curriculum where low Literacy levels for some students have previously prohibited progress (e.g. Science)</li> </ol>	<ol style="list-style-type: none"> <li>1. Regular quizzing and STAR tests at AR measured impact as favourable – in Yr 7 cohort of Reading Age 9 years and below , DA students in small supplementary groups made excellent progress as a whole with as much as 19 months Reading age progress within one academic year in Year 7. Our lowest PP Reader started Yr 7 with an RA of 7.01 y and ended the year on 9.8 RA. Our in -house evidence (<i>Quiz scores, Student voice, Learning Walks, STAR TEST Results</i>) shows that the majority of students respond well to small group intervention and the combined efforts of AR, Read , Write, Inc and the Secondary Phonics programme supports them to make up some ground in terms of Reading and Comprehension skills.</li> <li>2. Footfall in the Library continues to increase in part due to the rolling out of the Book in a Bag programme with Yr 9 and continued use of AR in small group Yr 10 classes ( incl. cohort of DA students)</li> <li>3. In terms of Improved Outcomes across the Curriculum – this continues to be a work in progress but working in Partnership with the National Literacy Trust we are prioritising Disciplinary Literacy 19/20 and will be training HODs to lead Literacy in their Subject areas and train staff to improve confidence and competence around vocab and reading to support all our Students with low literacy levels ( incl. DA) to better access the curriculum.</li> </ol>

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Barrier (B) & Desired outcome (DO)	Action/ Impact Criteria	Estimated impact and lessons learned: Did chosen actions meet the success criteria and comment on whether you will continue with this approach and if so anything you will do differently in 19/20
B: Poor student mental health/well-being  DO: Student feedback, passports and pastoral reports evidence progress re well-being and support received of DA students.	School counsellor and learning mentor support for key individuals presenting concerns and mental health as a barrier to learning  Form tutor support through use of and effective response to feedback on pupil passports  External pastoral care support for those identified as requiring more specialised provision	Counsellor and family support worker reports to governors and student surveys evidence impact these staff are having with key individuals. There has been a rise in the percentage of males seeking support which is positive. Possibly due to campaigns trying to encourage boys to be more open about how they feel e.g. Newcastle United foundation and Inside out. The number of re-referrals to the service has not increased, indicating successful outcomes  Development required in 19/20 with Learning Mentors. High percentage of caseload are DA and would be beneficial for mentors to follow same method as counsellor and FSW in SMART target setting and measuring of impact.  Student voice in relation to pupil passports reflect that DA feel supported by pastoral systems in place  SLT recognise growing concern re mental health and wellbeing of all students (but particularly DA) and the need for a universal programme of support with is less reactive than current systems and develops key characteristics within students allowing them to ‘thrive’ rather than simply ‘cope’. Planning completed for The Thrive Programme to be delivered to all staff and all Year 8 students throughout PSHE.
B: Completion of homework evidenced by class charts  DO: Reduction in negative referrals for ‘no or poor homework’ for DA students across all year groups		Analysis of Class Charts 18/19 shows a 17% reduction in the number of negative referrals for homework from staff (727 less referrals than in 17/18) and so we will continue this new approach in to 19/20.

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B: DA progress and attitudes towards learning  DO: Improved attitudes towards attainment and progress	Achievement for All - coach will identify 20% of students with lowest attainment/progress and support leaders/staff/parents and students with closing the gap   Coaching for Inclusive Leadership - Develop middle leadership through coaching core module	Intention to close the gap for those students most vulnerable to underachievement. Key cohort across Year 7-10 identified by HOYs. All A4A students surveyed and information used to create pupil passports for all on Class Charts. All staff made aware of this so they had a greater awareness and understanding of individual students and could inform their practice.  There is currently insufficient data to make valid conclusions on attendance and academic progress. However, this is a longer term strategy and not one we expected to have an immediate positive impact.  To consider: data analysis should include attitudes to learning rather than English and Maths academic progress only; more monitoring of target group through triad of learning walks, work sample, and student voice; clear tracking and evaluation of provisions using Provision Maps.  Nine ‘coaches’ trained by Rob Thompson then three cycles of coaching using lesson study completed. In evaluation meeting with staff, teachers felt they were thinking more about provisions for individual students. Mixed impact on development of leadership. Agreement that coaching can be used in monitoring and PM. Coaching has potential to be very effective. However, this process was time-consuming and there was not the time to train staff further. For this to be more effective, there needs to be a lot of devoted CPD time. It would have to be a school priority. There are more significant priorities so decision made to leave coaching until we have the dedicated time to do it effectively.
B: Lack of parental engagement and aspiration from some family homes  DO: Increased parental engagement and increased attendance at extra-curricular events such as parents evenings	Increase contact with parents from Year 7 onwards through core module of structured conversations. Greater communication with parents, improve attendance at parents' evenings, more efforts to reach 'hard to reach' parents	Intention of this strategy was to improve communication and relationship between school and home. Advocates selected for all students in Years 7 and 10 on target groups based on students' choices. 30 advocates for 38 families.  Successes mainly anecdotal but many families did engage and many positive comments made. Where families didn't engage, some staff become very involved as a mentor for the students. Certainly a strategy to continue next year. There were inconsistencies between advocates as to how involved they were, how often contact was made, etc. Was group too big? Better to start with a smaller group of committed staff volunteers to ensure data collected is valid before deciding whether to implement strategy to a wider number of students and staff.

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B: Aspiration - Deployment and setting/ self esteem/ confidence/ resilience of DA students  DO: Improve and challenge aspirations of DA students so that they are equal to or greater than non DA students	Connexions support for DA students re destinations and post-16 pathways and focused LT support/interviews.  DA destination data & NEET figures.  Year 9 and 11 students guided into best GCSE and post-16 options and maintain schools excellent NEET figure	The sustained destination data showed that 97% of students who left Year 11 in 2018 were still in employment, education or training after six months. There were 5 students classed as NEET, and all of these were DA students.  The most recent information for Year 11 students who left in 2019 shows that only two are classed as being NEET, one of which is a DA student. (December 2019)  All students are given a one-to-one interview with the school's Connexions advisor. This process begins in Year 10 and DA students are seen first, and they will then have a second interview in Year 11. In addition to this, the post-16 taster day includes apprenticeship, college and sixth form information to ensure all students receive the most appropriate guidance. The feedback from students is extremely positive and ensures students can make an informed decision.  Guidance for all students regarding post-14 and post-16 choices is aspirational, regardless of pupil characteristic. For example, there is an expectation that all students will study a language and a humanities subject at KS4.

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Barrier (B) & Desired outcome (DO)	Impact Criteria	Estimated impact and lessons learned: Did chosen actions meet the success criteria and comment on whether you will continue with this approach and if so anything you will do differently in 19/20
B: Behaviour/ attitudes to learning of a small cohort of DA students  DO: Continued implementation of behaviour policy, with behavioural statistics being analysed with a focus on the disadvantaged students within each year group.	<p>More effective and targeted sanctions/ support for individuals who, from tracking and monitoring, show behaviour to be a barrier to progress.</p> <p>Implementation of strategies to support these students incl. alternative provision if deemed necessary.</p> <p>Class charts evidence improvements in behaviour of key DA students</p> <p>Narrowing in gap between DA and non-DA students in relation to Exclusions (internal/Padua, fixed term and permanent)</p> <p>Evidence of greater use of alternative provision programmes such as Trax</p>	<p>The Heads of Year and wider pastoral team used analytics tool in Class Charts effectively to ensure key students were receiving appropriate support and sanctions when necessary in line with the school's discipline and behaviour policy.</p> <p>No gap in Permanent Exclusions. Fixed Term Exclusions – 32 students issued FTE's (40% DA students &amp; 60% non-DA students). Internal exclusion (Padua) – of the students placed in Padua during the year 39% of the students were DA &amp; 61% non-DA</p> <p>The majority of the Early Intervention Trax group (Year 7 &amp; 8) were DA students and regular meetings (weekly) with their key worker impacted positively on their behaviour. No students issued with permanent or fixed term exclusions. Only 2 of the students involved had to be placed in isolation for a single day and there was no repeat of their behaviour.</p>

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B: Attendance of Pupil Premium (particularly FSM) students  DO: Earlier identification of DA attendance gaps within each year group from fortnightly data collection and narrowing of the gap against national ave/ STM non DA attendance rate.	<p>Fortnightly pastoral meetings with wider support team are being used to identify students whose attendance is in danger of falling below 96% expectation and those with 'broken weeks'</p> <p>Review of current practice and systems with aim of creating a more formalised/staged approach with regards to how we as a school respond to attendance concerns and clarity re who will be responsible for leading this at each various stage. Greater clarity over roles and responsibilities of pastoral team members e.g. HOY, Attendance Clerks, Family Support Worker etc</p> <p>Home school liaison officer offering focused and targeted support for DA students in each Year group with an attendance that falls short of 95% expectation.</p> <p>DSR PM target to create an attendance tracker tool that can be used to identify students with both falling and improving attendance and intervention used.</p> <p>Half termly review to measure impact and to ensure the right students are being targeted – consideration of new/other students</p>	<p>Pastoral meetings to continue with wider support team every 2 -3 weeks. FSW to meet with HoY fortnightly for attendance meeting to identify students falling below 96% and to decide on appropriate intervention. KDI and FSW meet weekly to review actions taken and impact.</p> <p>Ongoing. Restructure has supported in terms of day to day attendance processing. Areas to continue to develop are highlighting of medium term non-attendance to FSW in a timely manner. Roles of HoY/Asst HoY to be developed into staged approach.</p> <p>This is working well and will continue in 19/20.</p> <p>Attendance tracker has been further developed to allow more effective identification of PP and non-PP students (as well as students with SEND, Medical, LAC, FSM and Young Carers).</p> <p>New students to be entered onto spreadsheet and monitored for an initial period of 4 weeks to ensure they settle into STM.</p>