

2019 – 2020 PP Plan

Summary information 2019-20

School	Egglescliffe School							
Academic Year	2019 – 20	Total PP budget	£138,000		Date of most recent PP Review	March 2019		
Total number of pupils	1184	Number of pupils eligible for PP	Year 11	38	Date for next external review of this strategy	Dec 2019		
			Year 10	29				
			Year 9	28			Internal reviews	October 2019
			Year 8	32				
			Year 7	36				
			Total	163			Governor reviews	November 2019, January 2020, March 2020, May 2020, July 2020

In school Barriers

A.	For 2018-2019 Attainment 8: 43.47 which has improved from 42.73 For 2018-2019 Achievement progress 8: -0.41
B.	PP Students eligible for FSM are making less progress than other PP students P8 = -0.57 PP Students who are LAC are making less progress than other PP students P8 = -1.63
C.	High ability and middle ability boys who are eligible for PP are making less progress than girls across KS4
D.	Emotional, Social and wellbeing of students, including behaviour for learning

External Barriers

E.	<ul style="list-style-type: none"> Attendance for PP students in 2018/2019 was 92.6% and there were issues with persistent absenteeism at 21.6% for PP students. Recall of knowledge in particular tier 2 (command words/instruction words) and tier 3 (subject specific words) and transference of these cross curricular English and Maths barriers and revision techniques Social pressures with regards to accessibility of curriculum
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Desired outcomes for 2019/2020

		<i>Success criteria</i>
A	Achievement : 0.00 or higher for Progress 8 for PP students	Mock results and summer exam results
B	Improved rates of progress across all key stages for FSM	FSM students in each year group to perform in line with other PP students. Reviewed at each data capture to track progress
C	Improved rates of progress across KS4 for PP high ability and middle ability boys including most/more able.	Target high and middle ability boys to exceed their FFT 50 targets.
D	Increased attendance rates for pupils eligible for PP.	Further reduce the number of persistent absentees (PA) among pupils eligible for PP by 5%. Overall attendance among pupils eligible for PP to improve from 92.6% to closer to other (95.8%).

Intended provisions for 2019-2020

Provision	Description	Intended impact measure	Rationale	Projected Costs
Leadership and Management				
KS3 + KS4				
Re-modelled appraisal system [+1 Impact ref. EEF: Performance pay]	Staff appraisals remodelled for classroom teachers which links with career stage expectations. UPS staff will have more responsibility within departments to lead on PP. Middle and senior leaders to ensure that performance of Disadvantaged given greater emphasis and will determine pay progression.	To ensure Quality First Teaching addresses the achievement gap and further raises the profile and importance of Disadvantaged students. To ensure that experienced staff support whole school priorities and develop leadership at all levels.	Research from EEF suggests that whole school approaches have the most impact on disadvantaged students.	£0
Quality assurance that assesses response to individual needs [+8 Impact. Ref EEF: Feedback]	DHT and AAHT to lead timely quality assurance activities that involve subject leaders to identify whether or not the individual needs of disadvantaged students are being met.	To ensure Quality First Teaching that gives in class feedback to disadvantaged students so that gaps are closed quickly and effectively within lessons.	To build a whole school culture that targets the disadvantaged in every lesson through QFT. To further embed QA procedures to evaluate the quality of education across all subject areas and key stages so appropriate improvement strategies can be embedded	£4,000
Working parties and literacy/numeracy across the curriculum [+3 Impact: Ref EEF individualised instruction]	AHT to run CPD for staff in response to needs. This includes targeting disadvantaged students in regards to literacy and numeracy across the curriculum.	To improve fluency of numeracy and literacy skills across the curriculum. To improve retention and recall. To plug gaps in knowledge and embed common skills.	Research from EEF suggests that whole school approaches have the most impact on disadvantaged students. Embed a planned and highly effective CPD programme which further enhances the quality of education	£2,000
Middle leaders NPQSL PP Projects and whole school review of schemes of learning [+7 Impact ref. EEF: Metacognition and self-regulation]	Staff professional development and career progression linked to the whole school SEF and SIP. Two projects to run to help improve metacognition, retention and engagement in extracurricular for disadvantaged students based on the needs of the cohort.	To target the specific barriers that Egglecliffe students have voiced and that have presented within data captures over the previous academic year. In particular boys that are PP.	To build a whole school culture that targets the disadvantaged building the skills of middle leaders. To further enhance middle leadership so all leaders are strong and consistent 'head teachers of their area' with integrity.	£10,000

Renewed focus on teaching for mastery across the curriculum [+5 Impact ref. EEF: Mastery Learning and +7 Impact ref. EEF: Metacognition and self-regulation]	Middle leaders have been directed to work with departments to improve schemes of learning to build for mastery and metacognition and self-regulation with a specific focus on PP students. This includes consistent teaching methods within departments. This was done in gained time and schemes of learning will be implemented this academic year.	Improve professional development of staff and build sequential schemes of learning that recap and review prior learning to ensure students have obtained the crucial knowledge as directed by the national curriculum. To improve metacognition and self-regulation and build in review, recap and prior learning activities within schemes of learning.	To improve teaching for mastery. Research from EEF suggests that whole school approaches have the most impact on disadvantaged students.	£3,000
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Behaviour and Attitudes

Attendance

KS4

Behaviour interventions - teaching student accountability for attendance [+3 Impact ref. EEF: Behaviour intervention]	2x AAHT and Year 11 HoY to assertively mentor students who are PP and have been identified with below <90% attendance last academic year. These students will meet regularly with their mentor and discuss attendance, catch up work, what is going well and what needs to improve.	To target attendance and in particular to reduce persistent absenteeism. Targeting attendance and improving will naturally improve progress.	To improve attendance and progress.	£5,000
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KS3 + KS4

Day by day tracking of attendance [+3 Impact ref. EEF: Parental Engagement]	New reporting system through remodelled attendance policy, enabling swift daily interventions via Attendance administrator and AAHT.	Reports to SLT each week on key students' attendance, with particular focus on PP. Attendance worker from external organisation working with a caseload of key PP students. This naturally leads to more communication with parents and improved parental engagement and support.	Assessment information informing where to apply greatest priority	£10,000
MFC and raffle tickets	A scheme has been developed with Middlesbrough Football Club (Table toppers) and Raffle ticket systems used in tutor groups each week to celebrate 100% attendance within a 5 day period.	This will be tracked weekly by Attendance Lead and trends communicated to SLT, Heads of House and tutors.	Research from EEF suggests that whole school approaches have the most impact on disadvantaged students.	£5,000
Intensive SLT mentoring [+3 Impact: Ref EEF individualised instruction]	Key students to have their attendance tracked and discussed using a monitoring tool in their regular one on one meetings. This tool was also enable gaps in learning (in accordance with days missed) to be established.	SLT and Heads of House findings to be cross referenced with data discussions and attendance trends.	Good attendance underpins high achievement (DFE documentation, 2016) and this regular consistent tracking will promote this.	N/A

Behaviour for Learning				
KS4				
Behaviour/ALT tracking [+3 Impact ref. EEF: Behaviour interventions]	SIMS reports created to enable swift interventions via HOH, SLT designated person and Year 10 and Year 11 behaviour for learning workers	Assertive mentoring of key PP students in Y10 and 11. Weekly meetings with pupils and regular dialogue with parents/carers.		£5,000
KS3 + KS4				
New whole school behaviour system [+3 Impact ref. EEF: Behaviour interventions]	Whole school behaviour system with clear procedures put in place by SLT and AHT. Clear escalation and stages which will improve consistency of expectations of behaviour. Continue to promote positive attitudes, commitment to learning and resilience to setbacks. Routinely celebrate these achievements.	Improvement in behaviour for learning inside and outside of lessons that will reduce the number of internal and external exclusions of PP students. To improve progress through high expectations. To celebrate individual and whole school success in regards to behaviour for learning.	Research from EEF suggests that whole school approaches have the most impact on disadvantaged students. Continue to engage with staff to effectively promote positive well-being	£0
Weekly actions for concern students [+3 Impact ref. EEF: Behaviour interventions]	AHT and PP lead to assess behaviour logs and instigate immediate actions for concern students, such as immediate home visits for major concern students. New whole school behaviour system to support this	Weekly logs to be utilised to reduce barriers to learning and improve behaviour for learning.	Assessment information informing where to apply greatest priority	£8,000
Quality of Provision				
Progress				
KS4				
Registration maths intervention [+4 Impact ref. EEF small group tuition]	Maths intervention during registration. Targeted group in response to the most recent assessments.	Half termly assessment to review progress of students. Improve retention and recall of targeted students	Data from assessments	£2,730
Booster classes- Easter / Spring bank [+2 Impact. Ref EEF: extending the school day]	Booster classes targeted at PP students in the last few weeks leading up to the exam	End of year results improvement on mock examinations		£5,000
KS3				
Power Up [+6 Impact. Ref EEF: reading comprehension strategies]	Web-based literacy programme that identifies and addresses gaps in literacy in word study, grammar and reading comprehension in preparation for the demands of GCSE.	Students complete an initial placement screening and then receive precise and targeted 'workouts. Progress is tracked against the NC in English from Y1 to Y9.	Improving literacy across the curriculum, ensuring all students work towards expected progress and prepare students for the demands of GCSE. Case studies across schools proven to work.	£2,000

Accelerated reader [+6 Impact. Ref EEF: reading comprehension strategies]	Computer-adaptive tests that incorporate learning progressions to bridge assessment and instruction. A guided independent reading programme that motivates students to read for pleasure.	Pupils reading age measured at the start, 4 months and 8 months.	Research based on the improvements made using this programme	£3,070
KS3 + KS4				
Student Voice and personalised intervention [+3 Impact: Ref EEF individualised instruction]	AAHT and DHT to interview all PP students and drive whole school strategies to meet the changing needs of the cohort. Individual strategies also to be implemented from discussions with students	Individual discussions with Maths, English, Science and Music middle leaders to organise targeted intervention based on student voice. AAHT and DHT to link with other senior leaders and TLR post holders to drive whole school strategies for improvement to meet the needs of the cohort. AAHT and DHT to hold middle leaders accountable to departmental strategies through the use of the QA programme.	Meeting the specific needs of individuals and the cohort. Improve impact on progress for PP individuals and the whole cohort.	£5, 000
Weekly actions to improve impact of intervention [+3 Impact ref. EEF: Within class attainment grouping]	AAHT and PP lead meeting regularly to discuss impact of interventions placed for PP students. Actions from this will include conversation with students to engage them with opportunities like, EYT, Mathswatch and Accelerated reader	Improved impact of interventions like accelerated reader at KS3, Mathswatch and GCSE Science. Improvement in independence and resilience with students knowing how to revise.	Improve impact on progress for more PP students with interventions that have proven to have worked.	£4, 000
1 to 1 tuition [+5 Impact ref. EFF one to one tuition]	Maths tuition built within the Maths department	Review impact of provision after termly intervals (after data captures). The pupils involved will be fluid depending on individual need. Every data capture will be used to measure impact.	To plug gaps in learning found after assessments. To improve retention and recall. To ensure crucial knowledge is embedded.	£13,000
Additional Literacy support from TA's [+1 Impact ref. Teaching assistants EEF]	Extra literacy support before school for targeted students and others wishing to access extra support.	Drive improvement: Regular assessments in English to be monitored and used to determine the appropriate response.	Key driver in promoting and improving literacy for across the curriculum.	£2,000
Maths watch tasks [+4 Impact. Ref EEF: digital technology]	Online resource. Used for KS3 and 4 after all assessments to provide personalised plans. Selected teachers within the department creating revision resources for all year groups to help students revise constructively for examinations. This is built into the appraisal system.	TLr post holder to assess impact after each data capture. Improve independence and resilience of students for preparation of examinations.	Previous experiences using this programme as a homework tool. To improve retention and recall. To ensure crucial knowledge is embedded.	£500

My GCSE Science [+4 Impact. Ref EEF: digital technology]	Online resource. Used for KS3 and 4 after all assessments to provide personalised plans	Regular evaluation of frequency of pupil usage and current grades at data capture. Improve independence and resilience of students for preparation of examinations.	To improve retention and recall. To ensure crucial knowledge is embedded.	£1,166
Personal Development				
Emotional Health and Well-being				
KS3 + KS4				
Mentor meetings [+4 Impact. Ref EEF: social and emotional learning]	Mentors appointed to students who are struggling with emotional health and well-being. Strategies are put in place to help students improve.	Reduce barriers to learning so students can be in lessons more. Help students cope with exam pressure, stress or anxieties. To help students deal with social situations.	To improve mental health and well-being.	£15,000
Counselling [+4 Impact. Ref EEF: social and emotional learning]	The school offer a counselling service to all students who need it. This includes CBT.	Student's mental health and well-being improve. Anxiety reduces and attendance improves.	To improve mental health and in some cases attendance of students	£10,000
YST [+5 Impact. Ref EEF: peer tutoring and +2 Impact ref. EEF: Sports Participation]	Year 10/11 mentors to work with a nurture group to help build confidence of the most vulnerable through physical activity. Active in mind project.	Student's mental health and well-being improve. Anxiety reduces and attendance improves.	To improve mental health and in some cases attendance of students	£2,000
Other Support				
KS3 + KS4				
Lunchtime provision [+2 Impact. Ref EEF: extending the school day]	Facility for students to access both IT and academic support. Managed by staff and assisted by sixth form leaders. Lead by Senior Leader	Regular analysis of show my homework data will demonstrate pupils are completing all homework set. Reduction in homework logs.		£2,000
Equipment and guides	All PP students to be provided with ingredients and materials required for practical subjects. Revision guides provided where subject leaders feel it necessary.	PP students able to access the course for practical subjects. Improved revision materials available. Will impact overall summer results.	DFE Guidance report July 2014	£3,000
Music lessons [+2 Impact. Ref EEF: Arts participation]	Music lessons with external teacher over all three terms	Musical qualification in an instrument. Opportunities for extra-curricular activities e.g. brass band.		£8,000
CIAG [+4 Impact. Ref EEF: social and emotional learning]	All PP students prioritised for careers advice.	No pupils of NEET status	DFE Guidance report July 2014 Further refine already high quality career provisions from Year 7 to 13 with good quality, meaningful opportunities	£4,000+
Assessing impact of strategies	To monitor the impact of ongoing interventions for students and amend strategies accordingly. Create an	To ensure engagement with the curriculum whilst maintaining high		£500

<p>[+3 Impact: Ref EEF individualised instruction]</p>	<p>impact report for each year group to ensure tailored instruction and curriculum for all PP.</p>	<p>aspirations. To help improve attendance. To plug gaps in knowledge. To tailor to support career goals and aspirations.</p>		
<p>Internal Alternative Provision [+3 Impact: Ref EEF individualised instruction]</p>	<p>Provision for identified students with specific behaviour, progress or social and emotional wellbeing reasons. Modified timetable including curriculum changes.</p> <p>Provision for students who have progressed through the behaviour system. Bespoke curriculum to help modify poor behaviours.</p>	<p>To meet the individual needs of students and ensure engagement with the curriculum whilst maintaining high aspirations.</p> <p>To help modify poor behaviour and reintegrate students back into the school community more effectively.</p>	<p>DFE Guidance report July 2014</p> <p>To ensure students get a high quality of education and modify poor behaviours and attitude.</p> <p>To meet the needs of students and ensure they are work ready.</p>	<p>£10,000</p>
<p>Alternative Provision [+3 Impact: Ref EEF individualised instruction]</p>	<p>For identified students who have behavioural needs or have struggled to access the curriculum alternative education will be offered. This includes a number of days at college, Prince's Trust, Skills Academy, Daisy Chain etc. where vocational and BTEC qualifications will be gained</p>	<p>To ensure the individual needs of students are met and to engage students in their own learning. To ensure they leave school work ready with the qualifications they need for their next steps.</p>	<p>DFE Guidance report July 2014</p> <p>To ensure students get a high quality of education and modify poor behaviours and attitude.</p> <p>To meet the needs of students and ensure they are work ready.</p>	<p>£19140 + as needed</p>

Please note that new provisions will be implemented on a needs basis throughout the year. For instance, after each data capture and as other relevant information arises, core subject support and additional tuition and support will be provided across all year groups. This projected cost is difficult to anticipate.

Total Cost Projected £165,106