

PP Action Plan. Half Term 2 2015-16



Aim:

- To raise attainment of pupil premium eligible pupils.

Priorities:

- Data
- Teaching and Learning
- Attitudes to Learning
- Interventions
- Marking and DIRT
- Behaviour for Learning
- Planning and Tracking

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Principal:

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6	Priority 7
<p>Data:</p> <p>To ensure that data is presented to staff and challenges them to build their own capacity to provide intervention strategies that raise standards and ensures students achieve target grade. 9/11/15</p> <p>Provide staff with clear guidance of expectations through morning briefings, INSET and meetings. 30/11/15</p> <p>Ensure that data relevant to PP students is tracked through a co-ordinated provision map for all year groups to include costing. 16/11/15</p>	<p>Teaching and Learning:</p> <p>Ensure that INSET is delivered that sets high expectations of the quality of teaching and learning and focuses on targeted success criteria which challenges students learning. 2/11/15 & 15/12/15</p>	<p>Attitudes to Learning:</p> <p>To oversee the introduction of rigorous Standards Meetings that question the progress of all Year 11 students including PP and sets out clear strategies for further intervention. 20/11/15</p> <p>To challenge the progress being made by PP students across all year groups and ensure that there are intervention strategies in place 26/10/15-15/12/15</p>	<p>Interventions:</p> <p>To ensure that specific short term interventions with clear success outcomes are identified for individual students in Year 10 and 11 in Maths and English. 2/11/15 & 15/12/15</p>	<p>Marking and DIRT:</p> <p>To oversee the monitoring of the quality of marking and DIRT in all areas in line with expectations. 2/11/15</p> <p>Make decisions about the quality and provide SLT with judgements. 20/11/15</p> <p>Meet with student panels to discuss the feedback that they receive and analyse how effective this is in supporting progress being made. 15/12/15</p>	<p>Behaviour for Learning:</p> <p>To communicate regularly with CET and Chair of Governors regarding the progress of PP students. 18/11/15</p> <p>To ensure that PP students are being challenged to attain target grades and raise their awareness of the impact on their future. 18/12/15</p>	<p>Planning and Tracking:</p> <p>To make decisions regarding the systems and oversight of the monitoring and support of PP students and their outcomes. 15/12/15</p> <p>To work alongside SRY to analyse the data on PP students and track their progress. 30/12/15</p> <p>To ensure PP students are discussed weekly at SLT meetings. 2/11/15-15/12/15</p>

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SLT:

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6	Priority 7
<p>Data: To ensure that data is presented to staff and challenges them to build their own capacity to provide intervention strategies that raise standards and ensures students achieve target grade. CMC to ensure this information is given to Learning Leaders and is being used to raise students' attainment. CMC. ABO. 20/10/15</p> <p>Consolidate data relevant to PP students into a co-ordinated provision map for all year</p>	<p>Teaching and Learning: To ensure that specific short term interventions with clear success outcomes are identified for individual students in Year 10 and 11 in Maths and English and other subjects. ABO. 26/10/15-18/12/15</p> <p>Share outcome measures with students and staff. 2/11/15 & 9/11/15. CMC.</p> <p>Provide a week by week breakdown of interventions and progress. ABO/CMC. 26/10/15-18/12/15</p>	<p>Attitudes to Learning: Establish a workable system which enables PP students to have a voice which informs further developments. RBO</p> <p>26/11/15</p>	<p>Interventions: To ensure that a data system is in place that produces a comparative analysis of different student groups and highlights the gap between the Academy and national performance. CMC.</p> <p>9/11/15</p> <p>To evaluate the quality of assessment data and the tracking of this, in line management and Standards Meetings. CMC.</p> <p>20/11/15</p>	<p>Marking and DIRT: To monitor the quality of marking and DIRT in all line managed areas meeting expectations. SLT. 13/11/15</p> <p>Make decisions about the quality of marking and DIRT and provide staff and SLT with judgements. ABO. 13/11/15</p> <p>MWA to set up PP student panel meetings which meets to discuss the quality of feedback and marking. MWA 13/11/15</p>	<p>Behaviour for Learning: To ensure that there is a robust system to track the PA cohort and the impact this has on progress. RBO. 20/11/15</p> <p>To track the monitoring of alternative provision with arranged and unannounced visits; which triangulate attendance, progress and targeted intervention. RBO 20/11/15</p>	<p>Planning and Tracking: Develop an effective intervention map which is communicated to staff. SRY. 20/11/15</p> <p>Use the provision map consistently to track PP groups and measure progress and success of interventions. 30/11/15. SRY</p> <p>Use this information to produce a PP Development Plan for next term. 4/12/15. SRY</p>

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<p>groups, to include costing. 16/11/15. CMC & SRY.</p> <p>Support the use of the provision map through line management meetings. 30/11/15</p> <p>Make decisions about quality of interventions and provide feedback at SLT meetings with evidence of judgements. Pass to line managers for action. 26/11/15.</p> <p>Develop the provision map for tracking and recording evidence. CMC & SRY. 9/11/15</p> <p>Ensure data is being used to track PP student's</p>	<p>Progress to be tracked using provision map. 30/11/15. SRY</p> <p>Explanation of DIRT and how to it should be used to improve grades to be sent home. 30/11/15. ABO.</p>			<p>Meet with student panels to discuss the feedback that they receive and how effective this is, in supporting progress. MWA 26/11/15</p> <p>Feedback to ABO and SLT the findings from panel meetings. MWA 4/12/15</p>	<p>Engage with alternative provision students to determine the success of this intervention. 26/11/15. RBO.</p>	<p>To work alongside the Chair of Governors to clarify the use of this information when reporting to the FGB. SRY. 18/11/15</p>
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progress. CMC. 20/11/15						
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Learning Leaders

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6	Priority 7
<p>Data:</p> <p>To share Learning Area PP tracking systems through line management and LL area meetings. Learning Leaders 23/11/15</p> <p>Use Learning Walks to identify intervention for PP students and to provide developmental support for individuals. ABO, Learning Leaders & Assistant Learning Leaders 23/11/15</p> <p>Provide feedback to Line Manager. TLR Holders.</p>	<p>Teaching and Learning:</p> <p>Monitor that all staff within the Learning Area are planning lessons that demonstrate the use of effective success criteria to ensure progress. Learning Leaders & Assistant Learning Leaders 9/11/15</p> <p>Deliver training to subject teachers which develops the topics covered in SLG sessions. Learning Leaders & Assistant Learning Leaders 7/12/15</p>	<p>Attitudes to Learning:</p> <p>Ensure that Class Files show the use of annotated seating plans and Tip sheets which identify amongst other things PP students and shows how information provided is being used to target intervention towards individuals. Learning Leaders & Assistant Learning Leaders 28/11/15</p> <p>To provide training within the Learning Area to ensure that all staff understand and know how to use this information</p>	<p>Interventions:</p> <p>Carry out Learning Walks which monitor the use of data provided to ensure that PP students are clearly identified and interventions are in place to meet their needs. Learning Leaders 30/11/15</p> <p>Provide staff with support to ensure the data is being used to achieve this. Learning Leaders & Assistant Learning Leaders 30/11/15</p> <p>Challenge students who fail to respond to the interventions</p>	<p>Marking and DIRT:</p> <p>Embed an ethos of high expectation which is clearly targeted at all students. Learning Leaders & Assistant Learning Leaders 30/11/15</p> <p>To monitor the quality of marking and DIRT in all line managed areas, meeting expectations and ensure it is effective in securing progress. Learning Leaders & Assistant Learning Leaders 30/11/15</p>	<p>Behaviour for Learning:</p> <p>To lead on Behaviour for Learning within the subject(s). Learning Leaders & Assistant Learning Leaders 2/11/15 & 11/12/15</p> <p>To ensure that new policies e.g. 3 non-negotiables, uniform, mobile phone policy are adhered to. Learning Leaders & Assistant Learning Leaders 2/11/15 & 11/12/15</p> <p>Use consistency with students in the Learning Area who fail to meet required standards.</p>	<p>Planning and Tracking:</p> <p>Support the use of the provision map through line management meetings. Learning Leaders. 11/12/15</p> <p>Provide information for the provision map that shows intervention targeted at PP students and the cost involved. Learning Leaders. 11/12/15</p> <p>Make decisions about quality of interventions and provide feedback to SLT with evidence of judgements. Learning Leaders.</p>

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30/11/15	Support teachers to embed this practice in to their lesson planning. Learning Leaders & Assistant Learning Leaders June 2016	to provide successful intervention. All TLR Holders. 28/11/15	within the Learning Area. Learning Leaders & Assistant Learning Leaders 11/12/15 Provide feedback to Line Manager. Learning Leaders & Assistant Learning Leaders. 15/12/15		Review by 11/12/15. All TLRs and RBO.	30/11/15
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Teaching Staff:

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6	Priority 7
<p>Data:</p> <p>Illustrate clearly through the Class File that lesson planning and student outcomes show that data is being used effectively.</p> <p>2/11/15 onwards</p> <p>Show through clear lesson planning that the data is used to set work that is planned at an appropriate level given students' individual starting points and in line with student achievement targets in each subject area.</p> <p>30/11/15</p>	<p>Teaching and Learning:</p> <p>Plan lessons which are in line with the scheme of work/syllabus that challenge the students through:</p> <p>a) appropriate learning objectives b) learning activities at the appropriate level c) Success criteria to scaffold learning.</p> <p>2/11/15-18/12/15</p> <p>Participate in support opportunities provided by Learning Leader.</p> <p>30/11/15</p>	<p>Attitudes to Learning:</p> <p>To ensure seating plans reflect the needs of the students and Tip sheets are used in planning differentiated materials for all students in the class.</p> <p>2/11/15-18/12/15</p>	<p>Interventions:</p> <p>To identify specific focussed and short term interventions, (including Wave 2), with clear success outcomes for individual students in Year 10&11.</p> <p>2/11/15-18/12/15</p> <p>Share the clear outcomes with student, parent and Learning Leader.</p> <p>30/11/15</p>	<p>Marking and DIRT:</p> <p>To provide the students with all possible opportunities to gain target grade and above in coursework and assessments.</p> <p>2/11/15-18/12/15</p> <p>To provide detailed feedback to students as to how they can improve work and challenge these.</p> <p>2/11/15-18/12/15</p> <p>Mark regularly. Ensure that improvements are appropriately challenging to maintain high expectations.</p>	<p>Behaviour for Learning:</p> <p>To consistently uphold expectations for Behaviour for Learning in the classroom.</p> <p>2/11/15-18/12/15</p> <p>To meet the requirements of the '3 non-negotiables'.</p> <p>2/11/15-18/12/15</p> <p>To improve attitudes to learning within the classroom which accelerates work rate and progress.</p> <p>2/11/15-18/12/15</p>	<p>Planning and Tracking:</p> <p>To have a clear awareness of PP students in all lessons and plan accordingly, to ensure progress towards target is being made.</p> <p>23/11/15</p> <p>Use data to identify the needs of students.</p> <p>30/11/15</p> <p>Provide accurate data which shows student progress and clearly identifies students who are not on Target.</p> <p>10/12/15.</p> <p>CMC & TLRs</p>

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				Ensure that students respond to marking so that it is effective at accelerating the learning of PP students. 30/11/15		
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Support Staff:

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6	Priority 7
<p>Data:</p> <p>To ensure teachers have access to high quality data and assistance in its use. AJP & CMC</p> <p>2/11/15 and 17/12/15</p> <p>Assist with the provision of data analysis as appropriate. AJP</p> <p>2/11/15 and 17/12/15</p>	<p>Teaching and Learning:</p> <p>To support teaching staff to produce high quality resources, as appropriate. LBY. SCP. RSO. HWA. ABE.2/11/15 and 17/12/15</p> <p>To target specific strategies to ensure that PP students meet their Literacy, Numeracy, English and Maths learning objectives and targets. HWA.RSO.ABE.SCP. 2/11/15 and 17/12/15</p> <p>To support assessment in the classroom. 2/11/15 and 17/12/15</p>	<p>Attitudes to Learning:</p> <p>Attend relevant training to be aware of whole school policy and direction particularly with regard to expectations. All support staff 2/11/15 and 17/12/15</p> <p>Support the establishment and maintenance of effective attitudes to learning. All support staff.</p> <p>June 2016</p>	<p>Interventions:</p> <p>To support teaching staff, where relevant, in organising extra-curricular and intervention strategies. All support staff.</p> <p>2/11/15 and 17/12/15.</p>	<p>Behaviour for Learning:</p> <p>To contribute positively to Learning Behaviour by encouraging students to attend intervention sessions and strive to complete homework etc. to the best of their ability and to deadline. All support staff.</p> <p>2/11/15 and 17/12/15</p>	<p>Behaviour for Learning:</p> <p>To contribute to the Academy ethos to improve Learning behaviour by liaising with parents. Making this ethos clear and encourage parents to support their children. All support staff.</p> <p>2/11/15 and 17/12/15</p>	<p>Planning and Tracking:</p> <p>To participate in the tracking of PP students and the associated costing, as appropriate. EMC. APE. CNA. MJA.</p> <p>30/11/15</p>

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Intervention Teachers – Cover Supervisors – DSEN staff:

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6	Priority 7
<p>Data:</p> <p>To use data available to monitor student’s progress and impact of intervention strategies. All staff.</p> <p>2/11/15 and 17/12/15</p> <p>To ensure sound working knowledge of SISRA and how it can be used to generate reports which track the progress of PP students. All staff.</p> <p>30/11/15</p>	<p>Teaching and Learning:</p> <p>To attend training provided for all teaching staff (where unable liaise with Line Manager), to ensure good knowledge of Academy ethos and policies. All staff.</p> <p>2/11/15 and To have a clear awareness of the PP students they support and plan accordingly to ensure progress is made towards targets. All staff.</p> <p>17/12/15</p>	<p>Attitudes to Learning:</p> <p>Contribute to intervention activities when requested. To maintain records and data which track the success of intervention strategies. To contribute to the provision map of PP students, detailing interventions.</p> <p>RSO.SCP.HWA.ACL. ABE.</p> <p>2/11/15 and 17/12/15</p>	<p>Interventions:</p> <p>Support and plan targeted intervention to PP students using data and information available which ensures it is specific to need.</p> <p>RSO.SCP.HWA.ACL. ABE.2/11/15 and 17/12/15</p> <p>Liaise with Learning Leaders and teachers to develop specific strategies and resources to ensure that identified students achieve the learning outcomes and make progress.</p> <p>RSO.SCP.HWA.ACL. ABE.2/11/15 and 17/12/15</p>	<p>Marking and DIRT:</p> <p>To use the Tip sheets provided to identify students and the targeted intervention required.</p> <p>RSO.SCP.HWA.ACL. ABE.</p> <p>2/11/15 and 17/12/15</p> <p>To use the detailed handwriting speed, reading speed and spelling age available to them.</p> <p>To provide appropriate strategies which support students and ensure progress is made. RSO.ABE. SCP.HWA. ACL.</p> <p>13/11/15</p>	<p>Behaviour for Learning:</p> <p>To provide specific and targeted intervention to address the recognised issue with student comprehension and narrow this gap in achievement for PP students.</p> <p>RSO.SCP.HWA.ACL. EABE.13/11/15, 30/11/15, 17/11/15</p>	<p>Planning and Tracking:</p> <p>Undertake assessment in lessons (under direction as appropriate) to help gather information used to inform students of what they have achieved and what they need to improve further and reach the next level. HWA.RSO.SCP. ACL. 17/12/15</p> <p>To record information for the PP student provision map. All 2/11/15-17/12/15</p>

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Pastoral Staff:

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6	Priority 7
<p>Data:</p> <p>To maintain records and data which track the success of intervention strategies and contribute to the provision map of PP students.</p> <p>Key Stage Leaders & Managers and Pastoral Support Workers.</p> <p>2/11/15 and 17/12/15</p>	<p>Attitudes to Learning:</p> <p>To attend training provided for all teaching staff (where unable liaise with Line Manager) to ensure good knowledge of Academy ethos and policies. KSL, KSM, PSW and Pastoral Mentors</p> <p>17/12/15</p> <p>Support the establishment and maintenance of effective attitudes to learning.</p> <p>Pastoral staff</p> <p>2/11/15-17/12/15</p>	<p>Interventions:</p> <p>Provide targeted intervention to PP students using data and information available to ensure it is specific to need. KSL, KSM, PSW and Pastoral Mentors.</p> <p>17/12/15</p> <p>Liaise with parents and students to ensure the attendance of PP students to intervention sessions. KSL, KSM, PSW and Pastoral Mentors</p> <p>2/11/15 to 17/12/15</p>	<p>Interventions:</p> <p>Contribute to intervention activities when requested. KSL, KSM, PSW and Pastoral Mentors</p> <p>2/11/15 to 17/12/15</p>	<p>Behaviour for Learning:</p> <p>To use the system to track the PA cohort and the impact this has on progress. KSL, KSM. PSW. 17/12/15</p> <p>To assist in the tracking and monitoring of alternative provision with arranged and unannounced visits which triangulate attendance, progress and targeted intervention. KSL and KSM. 2/11/15-17/12/15</p> <p>Engage with alternative provision students to determine the success of this</p>	<p>Behaviour for Learning:</p> <p>To consistently uphold and support expectations for Behaviour for Learning in the classroom. KSL, KSM, JGR and Pastoral Mentors</p> <p>2/11/15 to 17/12/15</p> <p>All parents contacted of students not using SMH. Key Stage Managers and Pastoral Mentors</p> <p>30/11/15</p> <p>To support the improvement in attitudes to learning within the classrooms, which accelerates work</p>	<p>Planning and Tracking:</p> <p>To use the Tip sheets and data provided, which details differentiation strategies and discuss these in conversations with parents, encouraging them to support their children by using some of these strategies at home. KSL. KSM. PSW AND Pastoral Mentors.</p> <p>2/11/15 to 17/12/15.</p>

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				intervention. Key Stage Managers and Pastoral Mentors 13/11/15, 30/11/15 and 17/12/15	rate and progress. KSL, JGR, Key Stage Managers and Pastoral Mentors 2/11/15-18/12/15	
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Governors:

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6	Priority 7
<p>Data:</p> <p>Receive and analyse appropriate data and monitor the progress of PP students. Provide challenge and support where progress is not in line with, or, better than that which is expected.</p> <p>18/11/15</p>	<p>Teaching and Learning:</p> <p>Check impact of training on quality of lessons observed.</p> <p>18/11/15</p>	<p>Attitudes to Learning:</p> <p>Monitor the implementation of training and introduction of new expectations- attend the training; talk to teachers; talk to students with a structured and planned approach.</p> <p>17/12/15</p>	<p>Interventions:</p> <p>Follow the progress of individuals/ groups of PP students against target By COG working closely with PP Champion.</p> <p>17/12/15</p> <p>Receive appropriate reports from SLT members which details the intervention provided for PP students.</p> <p>18/11/15</p>	<p>Marking and DIRT:</p> <p>Meet with Student Voice panel to determine whether marking is constructive and DIRT embedded into learning.</p> <p>17/12/15</p>	<p>Behaviour for Learning:</p> <p>Review data provided which focuses on attendance as well as alternative provision and exclusion figures.</p> <p>18/11/15</p> <p>Analysis of the impact of this on progress.</p> <p>18/11/15</p>	<p>Planning and Tracking:</p> <p>Chair of Governors to ensure that there is a clear development plan for future areas which need to be addressed.</p> <p>17/11/15</p>

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Parents:

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6	Priority 7
<p>Data:</p> <p>To use the data provided by teachers to discuss progress with their child and support the teachers by implementing intervention strategies at home, e.g. listening to reading at home, encouraging the use of library books etc.</p> <p>13/11/15</p>	<p>Teaching and Learning:</p> <p>To read their children's books to be aware of feedback given to them by teachers as regards how their child can make further progress and encourage them to use these strategies when completing homework.</p> <p>30/11/15</p>	<p>Attitudes to Learning:</p> <p>To use Show My Homework to support student learning at home.</p> <p>2/11/15-17/12/15</p>	<p>Interventions:</p> <p>To respond to teachers requests for students to attend intervention sessions positively and support the school by ensuring students attend.</p> <p>2/11/15-17/12/15</p>	<p>Marking and DIRT:</p> <p>To feedback to the Miss Ryle on any strategies used for their child if they are PP eligible.</p> <p>11/12/15</p>	<p>Behaviour for Learning:</p> <p>To support the Academy's rules and code of conduct by reinforcing these at home and attending meetings at school.</p> <p>17/12/15</p>	<p>Planning and Tracking:</p> <p>To feedback on progress data.</p> <p>30/11/15</p>

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Students:

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6	Priority 7
<p>Data:</p> <p>To be aware of current levels of attainment against target.</p> <p>3/11/15-17/12/15</p>	<p>Teaching and Learning:</p> <p>Students to respond to the challenge given to them through effective learning outcomes and success criteria.</p> <p>3/11/15-17/12/15</p>	<p>Attitudes to Learning:</p> <p>Students to contribute to a purposeful attitude in classrooms- having high expectations of themselves and their learning.</p> <p>To adhere consistently to the behaviour and attitudes to learning expected of them.</p> <p>Pupils to attend school and strive for 100% attendance.</p> <p>3/11/15-17/12/15</p>	<p>Interventions:</p> <p>To participate in intervention strategies to raise standards and learning outcomes.</p> <p>To recognise the need for improved progress.</p> <p>3/11/15-17/12/15</p>	<p>Marking and DIRT:</p> <p>Respond to teacher's comments in DIRT time so that they can improve the standard and presentation of their work and make expected progress.</p> <p>3/11/15-17/12/15</p>	<p>Behaviour for Learning:</p> <p>To be actively engaged in learning and follow expectations for Behaviour for Learning.</p> <p>3/11/15-17/12/15</p>	<p>Planning and Tracking:</p> <p>Maturely participate in students panel meetings to provide meaningful views to SLT.</p> <p>11/12/15</p>