

Pupil premium strategy statement: Reigate School

September 2017

1. Summary Information							
Academic Year	2017/2018	Total PP Budget	£274890	Total number of students	1247	Number of students eligible for PP	315

2. Current Attainment				
Student Group			Progress Measure	
	Students achieving a good grade in both English and maths*		Progress 8	
	2016	2017	2016	2017**
Not PP	76%	73%	0.34	
Pupil Premium	53%	45%	-0.47	
PP Gap	-23%	-28%	-0.81	

*Note that the measure for 2017 relates to the revised GCSE English and maths curriculum. This data is pending due to re-marks September 2017.

**The 2017 Progress 8 data will be added once validated.

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A.	Low prior attainment in literacy and maths
B.	There is an existing gap in academic progress between PP and non-PP children
C.	Engagement of PP children in enrichment activities in Key Stage 3

External barriers

D.	Attendance at school of PP children is not as high as that of non-PP children
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment in literacy and maths of low prior attainers.	Increase in the % of low prior attainment children meeting their expected progress.
B.	All PP children to make the same progress as non-PP children.	No gap between PP and all children in their Progress 8 scores following GCSE examinations in 2018 % of children identified as making expected or better progress is the same for PP and all other children, measured termly.
C.	All PP children in Key Stage 3 to attend at least one extra-curricular activity each throughout the course of the year.	Form Tutors report improved uptake of activities indicating there is no difference between the engagement of PP and non-PP children.
D.	PP children to attend school as regularly as non-PP.	The Persistent Absence gap PP vs non-PP: 2014-2015: -1.2% 2015-2016: -1.2% 2016-2017: -.03% Securing no gap will show an improvement.

5. Planned expenditure					
Academic year		2017/2018			
i. Quality of teaching for all					Cost £7,750
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Literacy and maths attainment of low prior attainers to show improvement</p> <p>B. All children to make the same progress as non-PP children.</p>	<p>DEAR – Drop Everything and Read for 20 minutes a day in Key Stage 3.</p> <p>Accelerated Reader in year 7, 8 and year 9 classes.</p>	<p>Accelerated Reader is an evidence based reading programme shown to be successful in improving literacy.</p> <p>The school has always been proud of its commitment to reading and encouraging reading and this programme supports learners in their reading choices.</p>	<p>A 'non-negotiable' of Accelerated Reader is 20 minutes of reading every day. This has been integrated into a rolling programme across the timetable and is called Drop Everything and Read (DEAR). All staff have been fully informed in implementing the DEAR strategy which is now in its second year. The strategy is monitored.</p> <p>Accelerated Reader is driven through the English Department and the school librarian. There is a member of staff in English who is assigned literacy responsibility which includes running Accelerated Reader. This work is overseen by the Head of English (and member of the Wider Leadership Team) who is experienced in working with Accelerated Reader.</p>	<p>JST (DEAR)</p> <p>VWI/JMR (Accelerated Reader)</p>	Termly
<p>A. Literacy and maths attainment of low prior attainers to show improvement</p> <p>B. All children to make the same progress as non-PP children.</p>	Continuation of the use of Directed Improvement and Reflection Time (DIRT).	<p>Work done last year following an internal review and study of research evidence led to this development on a whole school level. It links with information from the Teaching Backwards INSET training, Growth Mind-set Research and other pedagogy relating to improving student resilience and independence.</p> <p>The EEF states feedback is a 'high impact' (+8 months) strategy when part of an ongoing dialogue with students.</p>	<p>Robust process of book-checks and lesson drop-ins.</p> <p>Monitoring of practice.</p> <p>Regular monitoring of data.</p>	SLT	Termly

i. Quality of teaching for all (continued)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>A. Literacy and maths attainment of low prior attainers to show improvement</p> <p>B. All children to make the same progress as non-PP children.</p>	<p>In-school INSET is organised through Teaching and Learning groups focussed on improving practice, led by members of the Wider Senior Leadership Team.</p> <p>Relevant staff attend PIXL meetings to support work on monitoring data and assessment.</p> <p>External courses are attended as appropriate and relevant.</p>	<p>Regular meetings to share good practice and convey messages relating to pedagogy are beneficial.</p>	<p>The plan and sessions are coordinated by an Assistant Headteacher.</p> <p>The teaching and learning groups are led by members of the Wider Senior Leadership Team. This team will meet regularly to reflect upon and evaluate the process.</p> <p>There will be a robust process of monitoring the implementation and engagement in these sessions</p>	<p>REM</p>	<p>Half-termlly</p>
<p>A. Literacy and maths attainment of low prior attainers to show improvement</p> <p>B. All children to make the same progress as non-PP children.</p>	<p>An online system of setting and tracking homework completion called Show my Homework will continue to be used after its successful introduction last year.</p>	<p>Effective setting of homework is identified as +5 months by the EEF.</p>	<p>Associate Assistant Headteacher oversees the use of Show my Homework, liaises with staff and monitors the process.</p> <p>Heads of Year and Form Tutors work with year groups to overcome barriers to homework completion.</p> <p>Homework Club runs daily from 3pm-5pm every day for all students. This is staffed and resourced.</p> <p>Identified students are encouraged to attend the Club regularly.</p> <p>Intervention Tutors work with identified children to secure effective outcomes in the completion of work to a high standard.</p>	<p>KSU</p> <p>JST</p>	<p>Fortnightly monitoring with half-termlly review</p>

ii. Targeted support					Cost £211245
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>A. Literacy and maths attainment of low prior attainers to show improvement</p> <p>B. All children to make the same progress as non-PP children.</p>	<p>Small group/1:1 tuition provided by Learning Mentors and Intervention Tutors Leadership and Specialist Staff</p> <p>Small group/1:1 tuition provided by Learning Mentors and Intervention Tutors.</p>	<p>Evidence shows that the sooner the gap is closed the better outcomes there are. Staff assigned to provide the targeted support focus on identified children. Programmes are adapted to the needs of the individual children and staff assigned are trained in the assigned subject areas. The EEF identifies 1:1 tuition as +5 months and small group tuition as +4 months.</p> <p>Staff assigned to provide the targeted support.</p> <p>Learning Mentors and Intervention Tutors know their year team well. Evidence shows that good relationships lead to better outcomes.</p>	<p>PP lead meets with Intervention lead in English and maths to agree and implement strategy.</p> <p>Students targeted initially based on SATs scores (Year 7) and in-school data including prior data (Year 8-11). Information from staff will also be taken into account as we better know the students.</p> <p>Use of targeted intervention to secure learning where there are gaps.</p> <p>Programmes are adapted to the needs of the individual children and staff assigned are trained in the assigned subject areas.</p> <p>Students targeted based on attainment information.</p>	JST	Half-termly
<p>A. Literacy attainment of low prior attainers to show improvement</p>	<p>Year 7 and Year 8 Enhanced Learning – additional literacy support planned into the timetable.</p>	<p>Specific students are provided with small group additional literacy support run by an Intervention Tutor. This helps secure basics and fill gaps in learning in a small group environment.</p>	<p>Careful selection of participants and close liaison with parent/carers. Specific materials tailored to need. Staff with experience of delivering the programmes. Close monitoring of progress.</p>	JST	Half-termly

ii. Targeted support (continued)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>A. Literacy and maths attainment of low prior attainers to show improvement</p> <p>B. All children to make the same progress as non-PP children.</p>	<p>In Year 11 English there are 2 'nurture' groups with reduced class size.</p> <p>In Year 11 maths one key group has been double-staffed. Another group has a small group size.</p> <p>Some Year 11 students have access to Enhanced Learning which provides them with additional teaching.</p>	<p>EEF says reduced class size can have a +3 month impact.</p>	<p>Student progress monitored by Departmental leads in English and maths.</p>	<p>Heads of English and Maths</p>	<p>Termly</p>
<p>D PP children to attend school as regularly as non-PP.</p>	<p>Attendance Officer closely monitors attendance of all PP students and liaises with parents and outside agencies as appropriate.</p>	<p>Improving attendance means students have improved continuity with learning, building both peer and teacher-student relationships and avoids gaps in learning developing.</p>	<p>The process is overseen by the Head of School.</p> <p>The Attendance Officer:</p> <ul style="list-style-type: none"> • monitors attendance data daily. • identifies concerns. • liaises with outside agencies, parents and school staff. <p>Truancy Call is sent every day and responses monitored and acted upon.</p>	<p>MAL</p>	<p>Half-termly</p>
<p>B. All children to make the same progress as non-PP children.</p> <p>D PP children to attend school as regularly as non-PP.</p>	<p>Year 7 Summer School</p>	<p>Summer School is identified as providing +2 months (EEF) progress.</p> <p>Evidence shows this helps to alleviate anxiety related to transition and provides students with a confidence when they begin Year 7.</p>	<p>This is overseen by the School Business Manager with input from Assistant Headteacher in charge of PP.</p> <p>Information is gathered from primary schools in the Summer Term prior to transition and students are invited to attend Summer School.</p>	<p>WHI</p>	<p>Autumn Term 2017</p> <p>July 2018</p>

ii. Targeted support (continued)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>B. All children to make the same progress as non-PP children.</p> <p>D Reduction in the gap between the attendance of PP and all children: PP children to attend school as regularly as non-PP.</p>	<p>Staff Advocates</p> <p>Students are supported and guided in their personal, social and academic pathways.</p> <p>All PP students have an identified Advocate.</p> <p>Social, Emotional and Mental Health Support is provided.</p> <p>Behaviour Support provided to encourage appropriate behaviour and 'rehabilitate' where required.</p>	<p>The Advocate is identified and assigned based on the needs of the individual student to help that student best achieve their potential. For many it is the Form Tutor, for some there may be greater involvement from the Year Intervention Tutor. It may also be a member of SLT, our Attendance Officer, or another member of staff.</p> <p>Emotional and mental health support is a growing area of need nationally and it is right that students have appropriate support in this area. This may be through outside agencies including Learning Space or through internal support such as the Behaviour Support Work or the trained Emotional Literacy Support (ELSA).</p> <p>Staff known to students provide an effective level of support to children requiring further guidance and support.</p>	<p>The process is overseen by the PP Lead.</p> <p>Heads of Year and Intervention Tutors provide vital knowledge about the students and their needs.</p> <p>Progress is monitored.</p>	<p>JST</p> <p>MAL and JST</p>	<p>Half-termly</p>
<p>B All children to make the same progress as non-PP children.</p>	<p>Targeted Revision Timetables for Year 11 students</p>	<p>Year 11 students are provided with bespoke revision timetables from the Autumn half term. These run until the January. From January a revised bespoke timetable will be issued based on progress and Mock Exam outcomes.</p>	<p>The process is overseen and implemented by the Deputy Head who works with Head of Year 11, Advocates and Mentors.</p>	<p>CBN</p>	<p>January 2018</p> <p>May 2018</p>
<p>B All children to make the same progress as non-PP children.</p> <p>D Reduction in the gap between the attendance of PP and all children: PP children to attend school as regularly as non-PP.</p>	<p>A member of the Wider Leadership Team to secure the engagement of parents to support their children's learning.</p> <p>Family Support through our pastoral team and designated safe-guarding lead.</p>	<p>The EEF state that two very recent studies has found that improving parental involvement can lead to a +2-3 months impact.</p>	<p>Clear actions identified through research and past successes.</p> <p>Communication with parents and staff so all are well-informed.</p> <p>Close monitoring of engagement and subsequent impact.</p>	<p>SST</p> <p>MAL</p>	<p>Termly</p>

iii. Other approaches					Cost £55895
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C All PP children in Key Stage 3 to attend extra-curricular activities</p> <p>B All children to make the same progress as non-PP children.</p> <p>D Reduction in the gap between the attendance of PP and all children: PP children to attend school as regularly as non-PP.</p>	<p>Provision of a wide range of extra-curricular activities</p> <p>Pastoral team monitor, encourage and secure engagement.</p> <p>Equipment and uniform is provided as is deemed appropriate.</p>	<p>Evidence states that attendance at enrichment activities has a positive impact on academic achievement.</p> <p>This removes significant barriers to learning. Without appropriate equipment students are unable to complete tasks and learn effectively. Providing appropriate equipment and uniform enables the raising of self-esteem and reduction in anxiety levels.</p>	<p>Close monitoring through pastoral team. Assemblies promote clubs and activities. Reward points for attending clubs. Pastoral Team lead (TRA) gathers information half termly.</p> <p>Actions established for pastoral team including gathering of student voice data on extra-curricular programme and 'wish-list'.</p> <p>There is a request system accessible by key staff who can submit requests. This is overseen by the School Business Manager.</p>	<p>TRA (year 7 and 8)</p> <p>WHI</p>	<p>Half-termly</p> <p>Ongoing</p>
<p>B All children to make the same progress as non-PP children.</p>	<p>Surrey University</p> <p>In-school careers talks</p> <p>Skills fairs</p> <p>College Taster Days and Information Events</p> <p>External Mentoring</p>	<p>The school recognises the importance of educating students in the world of work and provides opportunities to do this in numerous ways.</p>	<p>An Assistant Headteacher with responsibility for Careers oversees the provision working closely with the school Careers Officer.</p> <p>An Assistant Headteacher is on the steering committee for Widening Participation at Surrey University to shape the programme.</p>	<p>MSC</p> <p>JST</p>	<p>Termly</p>
<p>Improved Year 6 – 7 transition to prevent a progress gap from forming.</p>	<p>The Year 7 Pastoral structure will mirror last year's with 18 Tutors and 3 Heads of House.</p> <p>A member of the Wider Leadership Team has a focus on academic transition.</p>	<p>Tutor group sizes are 12-14 students. This enables tutors to know their students very well and liaise regularly with parents to secure effective positive relationships and quickly determine barriers to progress.</p> <p>To avoid the potential 'dip' between Year 6 and Year 7.</p>	<p>The team are led by an Associate Assistant Headteacher experienced in pastoral issues. Liaison with primary schools prior to transition provides effective information. SENCO, TRA and Population Leads work closely together to secure effective transition.</p> <p>The staff member will be line-managed by Assistant Headteacher. Clear actions identified and monitored.</p>	<p>TRA</p> <p>AJU</p>	<p>Termly</p>

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>No gap in progress between PP and all students in Year 7</p> <p>Reduction in progress gap Years 8-11</p>	<p>In-school INSET is organised as a series of twilights covering key issues related to improving progress.</p> <p>Relevant staff attending PIXL meetings to support work on monitoring data and assessment.</p> <p>External courses are attended as appropriate and relevant.</p>	<p>Regular meetings were held to share good practice and convey messages relating to pedagogy are beneficial.</p> <p>A range of topics were covered in the twilight sessions including Mental Health, Safeguarding, teaching and learning, skills based teaching, etc.</p> <p>In year 7 the gap has closed when focussing on the children estimated to achieve English and maths at 5 or above based on expected outcomes. There is a higher percentage of PP than non-PP achieving English and maths flightpath at 5 or above. In maths there is a higher percentage of PP than non-PP achieving their flightpath. In English the gap has closed.</p> <p>In year 8, there is a -10%point difference between the PP and non-PP children above or meeting their expected flightpath in English. This has seen an 8% point improvement since the Autumn reports. In maths the gap reduced in Spring and grew a little in Summer.</p> <p>In Year 9 the gap reduced in maths by 5% points but not in English.</p> <p>In Year 10 the gaps are significant and not closing.</p> <p>In year 11 gaps have grown since the previous year.</p>	<p>Staff actively engaged in the sessions.</p> <p>In the year to come teaching and learning groups led by members of the Wider Leadership Team will secure these through the meetings and follow-up practical elements and monitoring.</p> <p>Practices using information from Pixl will be more fully embedded in school. Key staff will attend relevant meetings.</p> <p>This year teaching and learning groups led by members of the Wider Senior Leadership Team will run. These will focus on key teaching and learning practices.</p> <p>This is the first year of the new non-coursework English GCSE. A question to consider is if this has had a more negative impact on our PP than non-PP and how this can be overcome.</p>	<p>£5,000</p>

i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
No gap in progress between PP and all students in Year 7.	<p>DEAR – Drop Everything and Read for 20 minutes a day in Key Stage 3.</p> <p>Accelerated Reader in year 7, 8 and some year 9 classes.</p>	<p>This continues to be very successful in promoting reading.</p> <p>There continues to be a wider variety of books being chosen in the library and turnover continues to be very positive.</p> <p>Year 7 children have engaged particularly well in Accelerated Reader this year with increased numbers taking quizzes. The Librarian and English Department have been fundamental in promoting this.</p> <p>Parents and staff are very supportive of the strategy.</p> <p>Feedback from numerous children is very positive. Where feedback is less positive there have been strategies to further support those children with finding the right reading material for them.</p> <p>In year 7 the gap has closed when focussing on the children estimated to achieve English and maths at 5 or above based on expected outcomes. There is a higher percentage of PP than non-PP achieving English and maths flightpath at 5 or above. In maths there is a higher percentage of PP than non-PP achieving their flightpath. In English the gap has closed.</p>	<p>Accelerated Reader has taken further steps forward this year. Next year the focus of this will be developed further through a member of the English Department taking overall responsibility for it. It is really important next year that at least 3 lots of star reading testing is done over the course of the year.</p> <p>Drop Everything and Read (DEAR) is to continue for years 7, 8 and 9. It is in its third year in 2017-2018. Monitoring of this will continue in 2017-2018.</p>	£3,000

i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>No gap in progress between PP and all students in Year 7.</p> <p>Reduction in progress gap Years 8-11</p>	<p>Revised marking policy and use of Directed Improvement and Reflection Time (DIRT)</p>	<p>The school undertook a robust process of reviewing and implementing effective marking practices.</p> <p>Regular monitoring takes place and action is taken as required.</p> <p>Feedback from students and staff is largely positive regarding the changes.</p> <p>For analysis of gaps information see page 10.</p>	<p>This process needs fully embedding this year to ensure all students are engaging in DIRT in all subject areas consistently.</p> <p>Monitoring and action will continue.</p>	<p>£3196</p>
<p>No gap in progress between PP and all students in Year 7</p> <p>Reduction in progress gap Years 8-11</p>	<p>An online system of setting and tracking homework completion called Show my Homework has been introduced this year.</p>	<p>Feedback from parents was very positive regarding this new system. It gave parents more guidance and they felt more informed about what their child needed to do.</p> <p>When coupled with targeted intervention support for those children who needed it</p> <p>Overall, the number of PP children appearing on lists for not submitting dropped significantly.</p>	<p>There are some issues to iron out with homework being logged as submitted/not submitted/ etc.</p> <p>During the year it was identified that additional resources in the form of card items required to complete some homework was required. This was resourced in the LRC and used effectively by students. This will continue this year. Heads of Department are asked to inform JST of what they require.</p> <p>Students will continue to be targeted to attend Homework Club so that appropriate study skills are developed and nurtured.</p>	<p>£750</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
No gap in progress between PP and all students	Small group/1:1 tuition provided by Learning Mentors, Intervention Tutors and 1:1 maths and English tutors. Leadership and Specialist Staff	<p>Impact of 1:1 tutors: In English 78% of children worked with showed they were now meeting or exceeding expected flightpaths. In maths it was less successful with 48% of children worked with now meeting or exceeding expected flightpaths.</p> <p>Learning Mentor work in Year 7 saw a 60% success rate regarding students who are either meeting or exceeding their expected flightpaths in English or maths. As with the other interventions, in some cases poor attendance of children in school meant this provision was not as successful.</p> <p>In year 7 the gap has closed when focussing on the children estimated to achieve English and maths at 5 or above based on expected outcomes. There is a higher percentage of PP than non-PP achieving English and maths flightpath at 5 or above. In maths there is a higher percentage of PP than non-PP achieving their flightpath. In English the gap has closed.</p> <p>In year 8, there is a -10%point difference between the PP and non-PP children above or meeting their expected flightpath in English. This has seen an 8% point improvement since the Autumn reports. In maths the gap reduced in Spring and grew a little in Summer.</p> <p>In Year 9 the gap reduced in maths by 5% points but not in English.</p> <p>In Year 10 the gaps are significant and not closing.</p> <p>In year 11 gaps have grown since the previous year.</p>	<p>Targetting students in the way we did worked well.</p> <p>We will not be continuing with 1:1 tutors next year.</p> <p>We will continue with catch-up literacy and numeracy. It is intensive as it is designed for working with one child at a time and this limits the number of children who could be impacted upon. However, it works with those appropriately targetted who regularly attend school.</p> <p>Learning Mentor work will continue. Other year groups depend upon various timetabling situations due to options. Learning Mentors have undergone training in the Summer Term regarding maths and literacy interventions that will be implemented in the Autumn Term.</p>	£120018

ii. Targeted support continued				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Reduction in progress gap Year 8	Year 8 Enhanced Learning – additional literacy support planned into the timetable.	<p>Impact of Enhanced Learning has been effective on the whole.</p> <p>In Year 8 data reflects that PP children are having positive levels of success.</p> <p>Children and parents report a growing confidence with literacy by having Enhanced Learning lessons.</p>	Enhanced Learning groups will continue to run in Year 7 and 8, led by Intervention Tutors. A review of the schemes of work running in Enhanced Learning is to be undertaken.	£18000
Reduction in progress gap Years 8-11	<p>In Years 9-11 smaller class sizes in English and maths.</p> <p>In Year 11 Early Bird groups in maths and English were run by the Head of English and the Head of Maths for targeted children.</p>	<p>There is a reported improvement in student confidence and attitudes to learning in these areas.</p> <p>These groups were felt to be highly successful with the children in them making good progress. In English it is reported that all children achieved a 5 or above which meant they achieved well when related to starting points.</p>	<p>Due to some unforeseen circumstances, in maths these classes did not remain small for the year.</p> <p>Consideration of groupings has been made for 2017-2018. A maths nurture group and two English nurture groups will run.</p>	£26676
Improved Attendance	Attendance Officer closely monitors attendance of all PP students and liaises with parents and outside agencies as appropriate.	<p>In 2016-2017 there was a 2.88% point gap between PP and non-PP.</p> <p>Compared with 2015-2016 there has been a closing of the Persistent Absence gap between the attendance of PP and non-PP children. The gap stands at -.3% which compares with -1.2% in the previous year.</p>	<p>This year we revised our rewards practices due to the ever-increasing costs of the attendance and behaviour rewards trip to Thorpe Park. It is difficult to measure if this has had a negative impact on attendance generally.</p> <p>In the coming academic year some key weeks have been identified and activities will be put in place to help encourage attendance at these times.</p> <p>Activities Week will be reviewed.</p>	£11546

ii. Targeted support (continued)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>No gap in progress between PP and all students in Year 7</p> <p>Improved Attendance</p>	<p>Year 7 Summer School</p>	<p>Of the PP children who attended Summer School in the Summer of 2016, 70% of them are meeting or exceeding their flightpaths in English and maths.</p> <p>Evidence continues to show that anxiety was alleviated and children settled well so that concerns raised prior to joining were not realised in most cases. All but 2 of the children have attendance for the year of 95% or above.</p>	<p>Summer School will run again in Summer 2017. The process of identifying key children through working closely with primary schools during transition has continued.</p>	<p>£5,000</p>
<p>No gap in progress between PP and all students in Year 7</p> <p>Improved Attendance</p>	<p>Students are supported and guided in their personal, social and academic pathways.</p> <p>All PP students have an identified Advocate.</p> <p>Social, Emotional and Mental Health Support is provided.</p> <p>Behaviour Support provided to encourage appropriate behaviour and 'rehabilitate' where required.</p> <p>Family Support through our pastoral team and designated safe-guarding lead.</p>	<p>In year 7 the gap has closed when focussing on the children estimated to achieve English and maths at 5 or above based on expected outcomes. There is a higher percentage of PP than non-PP achieving English and maths flightpath at 5 or above. In maths there is a higher percentage of PP than non-PP achieving their flightpath. In English the gap has closed.</p> <p>ELSA sessions have run for the first time this year. One ELSA resigned at Easter which meant not as many children were seen as had been hoped for initially. The majority of children who worked with ELSA support found it helped them and supported their learning.</p> <p>Students identified worked with key staff with a focus on improving behaviour. These were timetabled sessions supporting an improved work ethic and attitude to school. A number of students involved made good progress. Other students were identified as requiring further intervention and support through external agencies.</p> <p>Families were supported to encourage better attendance and communication with school.</p>	<p>The advocate system worked best in Year 7 as tutor groups were small and provided more time for individual conversation and well-being checks. In other year groups the advocate system needs reviewing.</p> <p>The advocate system with Year 7 will remain in its current format.</p> <p>It will be important to train another ELSA in the Autumn term.</p> <p>This should continue in the next year in liaison with SENCO.</p> <p>This should continue in the next year in liaison with SENCO and other key staff.</p>	<p>£43,504</p>

Reduction in progress gap of Year 11	Targeted Revision Timetables for Year 11 students.	The gap between PP and non-PP still exists so success criteria were not met here. The progress gap in maths remains at 22% which is the same as 2015-2016. In English the 3LP progress gap grew by 12% points this year, having dropped considerably the previous year.	Mentoring of students by staff needs reviewing – reduce the number of children any one staff member mentors. This was the first year without English coursework which may have had some impact.	£5105
iii. Other				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost £
Year 7 students to attend at least one enrichment activity each throughout the course of the year. Students have the correct equipment and uniform.	Provision of a wide range of extra-curricular activities Pastoral team monitor, encourage and secure engagement. Equipment and uniform is provided as is deemed appropriate.	The vast majority of year 7 children achieved this. Some children were already involved in other activities outside of school. A gap did grow in Spring in the difference between PP and non-PP attending clubs. This removes significant barriers to learning. Without appropriate equipment students are unable to complete tasks and learn effectively. Providing appropriate equipment and uniform enables the raising of self-esteem and reduction in anxiety levels.	This will continue next year. Some attention needs to be giving to offering activities children want to do. Some student voice reviews have provided some helpful information on this. There is a request system accessible by key staff who can submit requests. This is overseen by the School Business Manager.	£20000

<p>Students understand the range of pathways available to them beyond secondary school.</p>	<p>Surrey University In-school careers talks Skills fairs College Taster Days and Information Events</p>	<p>Feedback from Surrey University evidences that we have engaged more children in the Wider Participation project than any other school in Surrey.</p> <p>Work with the University is continuing with a longitudinal study focussing upon the 2016-2017 entry year group as they move through the school.</p> <p>JST continues to attend the Widening Participation Steering committee sessions to shape the University programme.</p> <p>A number of events ran last year including: Year 7: Information and guidance (IAG) day Year 8: Exploring Higher Education Week Year 9: Surrey Skills Fair Year 10: Information and Guidance (IAG) day Year 10: Catastrophe at the Campus event</p> <p>Feedback showed students had an increased understanding of various career pathways. Students identified they felt confident to ask questions about careers and pathways.</p>	<p>This will continue to be a focus area in the year ahead.</p> <p>It would be good to get Intervention Tutors to engage with discussions about careers with those in their year group.</p>	<p>£6500</p>
<p>Improved Year 6 – 7 transition to prevent a progress gap from forming</p> <p>Improved Attendance</p>	<p>The Year 7 Pastoral structure has changed this year to comprise 18 Tutors and 3 Heads of House.</p>	<p>Feedback from parents and students has told us that this has had a positive impact on children's well-being.</p> <p>In year 7 the gap has closed when focussing on the children estimated to achieve English and maths at 5 or above based on expected outcomes. There is a higher percentage of PP than non-PP achieving English and maths flightpath at 5 or above. In maths there is a higher percentage of PP than non-PP achieving their flightpath. In English the gap has closed.</p>	<p>This will be continued in 2017-2018 for Year 7.</p> <p>In Year 8 there will continue to be 3 Heads of Population. Children will be in Tutor groups of up to 30 for Year 8.</p>	