

Whitley Academy Pupil Premium Improvement Plan 2016-17

Actions		Resp + Timescale	Success criteria	Monitoring
a)	(i) improve the quality of Teaching & Learning through supporting and challenging individuals and departments.	Resp: KWr When: Autumn 2016 / Spring 2017	<ul style="list-style-type: none"> • CPD relates to areas for improvement identified in Peer Review 2016 (see section 3), and by CL Q/A processes (Autumn term) • Programme of peer coaching developed for NQT/RWTs (see section 3). • Action points from rolling review observations are implemented as part of CPD programme from Spring term. • Develop and use a teacher profile showing progress over time to include evidence form. • Professional development in place for in-class support staff to ensure that they improve teaching and learning from good to outstanding. 	Person: KWr Date: Termly Method: <ul style="list-style-type: none"> • Department RR reports for SLG and QA tools. • Marking reports for SLG • Marking / book reviews • Student voice.

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b)	Teaching to focus on 3 and 4 levels of progress, ensuring BEP for our more able students <i>and</i> our more able FSM students specifically.	Resp: All teachers/TAs When: Ongoing	<ul style="list-style-type: none"> • National benchmarks exceeded for all targeted groups for E and M • 3LoP and 4LoP standing agenda for RMG discussion for year 10 and 11. • 75% on target to meet flight path targets by the end of Year 9. • JAB supports planning for T&L related to more able/more able FSM teaching with specific CPD programme 	Person: FRe/KWr Date: 8 weekly Method: <ul style="list-style-type: none"> • Data points monitored at SLG.

Actions		Resp + Timescale	Success criteria	Monitoring
c)	All subject LIPs to contain a specific target/strategy on Pupil Premium progress	Resp: SSt/CLs	<ul style="list-style-type: none"> Subject specific Wave 1 teaching strategy is added to LIP to impact on Pupil Premium progress. Pupil Premium CPD ensures whole school focus across year groups. Department meeting minutes provide evidence of regular discussion and sharing of best practice for Wave 1 provision for Pupil Premium students. Successful PP mock inspection. 	Person: CLS
		When: Half termly		Date: Half-termly
				Method: Dept Meetings LM meetings

Actions		Resp + Timescale	Success criteria	Monitoring
d)	Review KS3 target setting in line with KS2 and ensuring outstanding progress.	Resp: SRY/FRE/SBL	<ul style="list-style-type: none"> Target setting is rigorous and links closely to both KS2 and KS4. Target setting is aspirational and supports 4 levels of progress. Target Setting documentation is updated to reflect flight paths 	Person: SBL/SRY
		When: Autumn term		Date: Half termly
				Method: Data analysis Rolling review evaluations

Actions		Resp + Timescale	Success criteria	Monitoring
e)	Lead Tutors to take a role in monitoring and improving progress of a focus group of students.	Resp: LWa	<ul style="list-style-type: none"> Lead Tutors to identify a focus group Successful impact regarding progress of identified students linked to LoP. 	Person: LWa/SLG
		When: Termly		Date: Termly
				Method: Data Analysis

Actions		Resp + Timescale	Success criteria	Monitoring
f)	Attainment and Achievement Achievements outperform whole school targets, including new performance table targets.	Resp: FRe/JWe	<ul style="list-style-type: none"> 55% Grade 5+ English/Maths 40% 'E Bacc' 15% 3 A* - A (E & M) 48 Attainment 8 0.25 Progress 8 	Person: JWe
		When: Each data point and summer results.		Date: Termly
				Method: <ul style="list-style-type: none"> RMG minutes Results review

Actions		Resp + Timescale	Success criteria	Monitoring
g)	Tracking and Intervention CLs i) English and Maths analysis at core RMG. ii) Foundation subjects at Foundation RMG. Intervention planned through Maths, Science, English, tutor times, appropriate setting. iii) All CLs complete KS4 progress templates for years 10/11 for RMG after data point 2.	Resp: JWe/SBI/SRy	<ul style="list-style-type: none"> • Planning for intervention based on data. • Analysis show impact and progress towards individual and whole school targets. • Clear understanding of contribution of students and subjects towards Progress 8 measures. • Plan any adaptations to Year 10 / 11 curriculum as needed. 	Person: SBI/SRy
		When: Summer 2017		Date: Termly
				Method: <ul style="list-style-type: none"> • Minutes from RMG • Record of intervention. • KS4 curriculum plan.

Actions		Resp + Timescale	Success criteria	Monitoring
h)	Ensure aspirational and effective IAG for progression / careers in all subjects. Efficient handover of responsibilities to (AEI/KHa). Discrete provision for vulnerable groups, FSM, SEN, possible NEETs	Resp: KHa / LWa	<ul style="list-style-type: none"> • All curriculum areas to include IAG in LIPs • Positive destinations for vulnerable students. • Calendar of careers interviews and visits in place for years 10 & 11. 	Person: KHa/LWa
		When: Summer 2017		Date: Termly
				Method: <ul style="list-style-type: none"> • Review of LIPs/careers audits. • Calendar of careers opportunities followed.

Actions		Resp + Timescale	Success criteria	Monitoring
i)	Focus on skill set for terminal exams. Regular programme of skills covered in: <ul style="list-style-type: none"> - Tutor time - Assemblies - Mentoring Each department area explicitly teaches content revision techniques.	Resp: MPu / C. Leaders	<ul style="list-style-type: none"> • Students make effective use of revision time inside and outside school • Students skilled at learning subject content for exams. • Updates and guidance on school website. • 4 sessions in tutor time take place. 	Person: SRy
		When: Half termly programme (prior to December and Easter mocks.		Date: Half termly
				Method: <ul style="list-style-type: none"> • Student voice • Website review • Tutor / assembly programme.

Actions		Resp + Timescale	Success criteria	Monitoring
j)	Promote student wellbeing and self-management strategies. Regular programme of skills covered in: <ul style="list-style-type: none"> • Tutor time • Assemblies • Mentoring 	Resp: DCr & tutors	<ul style="list-style-type: none"> • Students reflect on own wellbeing and self-management strategies. • Update and guidance on school website • 4 sessions in tutor time take place. 	Person: JWe
		When: Planning (Sept)		Date: Half termly
				Method: <ul style="list-style-type: none"> • Student voice. • Website review • Tutor/assembly programme.

Actions		Resp + Timescale	Success criteria	Monitoring
k)	Core subjects revision evening for Year 11 parents / students.	Resp: JWe	<ul style="list-style-type: none"> • Parents more aware of what students should be studying (content) at home and the way they should be studying (revision techniques). 	Person: SRy
		When: Autumn term		Date: Autumn term
				Method: <ul style="list-style-type: none"> • Attendance percentage including pupil premium.

Actions		Resp + Timescale	Success criteria	Monitoring
l)	(i) General attendance 96%. PA less than 7.5%. <ul style="list-style-type: none"> • Target V poor attendance <60% focus for CAFs and attendance sweeps. • Active tutorial focus on attendance every 2 weeks. • LSCWs proactively work with 87-92% through school based attendance meetings with parents. • HSLO/LM working with students between 75-87% attendance. • Tutors calling for 92-96% attendance concerns on half termly basis. • No authorisation of holidays during term time. 	Resp: SSt/SAl	<ul style="list-style-type: none"> • Overall attendance > 96%. • PA < 7.5%. 	Person: SAL
		When: ½ termly		Date: weekly
				Method: LM meetings Attendance Tracker

Actions		Resp + Timescale	Success criteria	Monitoring
m)	Ensure attendance at KS4 (Yr10) doesn't decrease compared to year 9 (focus of HSLO). Increased focus on individual year groups.	Resp: SSt/HSLO	<ul style="list-style-type: none"> Year 11 attendance > 94% Year 10 attendance > 95% 	Person: HSLO
		When: Ongoing		Date: weekly
				Method: Tracker LM meet

Actions		Resp + Timescale	Success criteria	Monitoring
n)	<u>Family engagement Events</u> <u>Inclusion events:</u> – 3 x main events – 3 X coffee mornings (external agencies) <u>SEN events</u> - 2 x main events - 3 x drop ins. <u>Departmental event</u> - 1 event per department which focuses on FSM and pupil premium students	Resp: LEA, BWI, CL, Lead tutors	<ul style="list-style-type: none"> Publication of family events calendar. Positive audit feedback At least 10 events. 3 Key Stage events and at least 1 cross phase event completed for PP families. Completed targeted trips for every year group and curriculum area. Improved impact of trips Narrowing gap between FSM and Non FSM pupils 	Person: SST
		When: Ongoing		Date: Half Termly
				Method: Calendar in place and shared on website. Data analysis Family feedback

Actions		Resp + Timescale	Success criteria	Monitoring
o)	Up skill all BASE staff to support academically and pastorally students with mental health issues.	Resp: SAI/BWI/EBA	<ul style="list-style-type: none"> Cross training of the BASE staff. Students have strategies to cope with academic demands and social issues. Adapt provisions from CAMHS so can be delivered in-house. 	Person SRY
		When: From Sept 2016		Date: Half termly
				Method: CPD Audit Staff voice Student voice

Actions		Resp + Timescale	Success criteria	Monitoring
p)	<p>All FSM and SEN have access to intervention.</p> <p>Reduce gap in:</p> <p>Progress 8 Yr10/11:</p> <ul style="list-style-type: none"> • FSM= 0.2 • Non FSM = 0.3 <p>Attainment 8 Yr10/11:</p> <ul style="list-style-type: none"> • FSM= C • Non FSM = C+ <p>Reduce % gap between SEN vs Non SEN within school in the Basics Measure (C+ in E/M)</p> <ul style="list-style-type: none"> • 10% Yr11 • 8% Yr10 <p>Specific focus on progress of high ability pupil premium students.</p>	<p>Resp: EBA, BWI, SRY</p>	<ul style="list-style-type: none"> • Updated targets published to all CLs • Improved impact of intervention. • Narrowing gap between FSM and Non FSM pupils. • Narrowing the gap between SEN and Non SEN pupils. • Termly update of impact document regarding intervention on the website. 	<p>Person: SST</p>
		<p>When: Ongoing</p>		<p>Date: Half Termly</p>
				<p>Method: Data analysis</p> <p>Impact document and record of intervention</p>

Actions		Resp + Timescale	Success criteria	Monitoring
q)	<p>Exclusive Career support for FSM/SEN/ELC and identified vulnerable students.</p>	<p>Resp: KHa / LWa</p>	<ul style="list-style-type: none"> • Tracking and monitoring of targeted students. • Positive destinations of all sub-groups at Post 16. • Exclusive careers visits / events successfully attended and completed. <p>All subgroups to have had x2 1:1 careers advice from CSQWP or other equal professional.</p>	<p>Person: LWa</p>
		<p>When: September 2016</p>		<p>Date: Termly</p>
				<p>Method: Calendar in place. Tracking sheet Student voice</p>

Actions		Resp + Timescale	Success criteria	Monitoring
r)	Teacher centred CPD programme for identified teaching staff.	Resp: MPu	<ul style="list-style-type: none"> • Programme of annual CPD available distributed to staff. • Staff opt in to 2 CPD sessions in autumn term. • Staff opt in to 4 additional CPD sessions following discussions with LM following rolling review. • Staff feel CPD is relevant to their individual needs. • Effectiveness of all staff improves: <ul style="list-style-type: none"> - T & L - Student outcomes - Confident leadership across the school. • Retention of staff through teacher centred CPD. 	Person: MPu/SBI
		When: Sept 16 → June 17		Date: Half termly
				Method: Line management meetings.

Actions		Resp + Timescale	Success criteria	Monitoring
s)	CPD programme for SEN and inclusion staff including research projects designed to impact on pupil outcomes (SEND/PP/LAC)	Resp: MPu/BWi/SAI	<ul style="list-style-type: none"> • Research projects identified with link to PM targets impacting on practice school-wide. • Effectiveness of SEN & Inclusion staff improves: <ul style="list-style-type: none"> - T & L - Student outcomes. • Retention of staff through teacher centred CPD. 	Person: MPu/SBI
		When: Sept 16 → June 17		Date: Half termly
				Method: Line management meetings.

Actions		Resp + Timescale	Success criteria	Monitoring
t)	All NQTs complete data monitoring and student tracking CPD to develop 'in class' intervention strategies.	Resp: MPu/SBI	<ul style="list-style-type: none"> • Individual teacher tracking of student outcomes enables the delivery of in-class intervention to impact earlier particularly in relation to closing the PP gap. 	Person: SBI/CLs/RMG
		When: Sept 16 → June 17		Date: Half termly
				Method: Department meetings. RMG meetings.

Actions		Resp + Timescale	Success criteria	Monitoring
u)	RSA – student led activities flourish, especially RSA Warwick link.	Resp: SST/LDa	<ul style="list-style-type: none"> Targeted students attend a variety of appropriate events led by the RSA or Warwick University. Calendar of events. Newsletter/web articles. 	Person: SST/LDa
		When: July 2016		Date: ongoing
				Method:

Actions		Resp + Timescale	Success criteria	Monitoring
v)	Successful 2 nd year of Performing Arts Hub activities within Whitley	Resp: SST	<ul style="list-style-type: none"> Weekly music group (led by RBI/RSA Artists) with minimum 10 students registered x 3 choir performances throughout the year. . Participation in RSA Beat Freakz and Upton Projects 	Person: SST
		When: June – July 16 Sept 16 – May 17		Date: ongoing
				Method: HUB Meetings LM meetings