



Summary information						
School	MECE			Academic Year	2018//2019	
Total PP budget	£75,700	Total no. of pupils	370	Pupils eligible for PP	No: 79	%: 21%

Objective 1 Raise achievement for disadvantaged students through a focus on 'Quality First Teaching' for all				
Aims/Desired Outcome	Actions/Chosen Approach	Outcomes/Success Criteria	Impact Review	
<p>Raise the achievement of students with a focus on those that are disadvantaged.</p> <p>Rationale By continuing to improve the quality and consistency of the experience for students in the classroom high impact outcomes are achieved: attendance and engagement is improved, attainment increases and instances of low-level disruption are reduced.</p>	<p>School and Trust led CPD to continue to develop the skills and teaching practice of all staff in particular:</p> <ul style="list-style-type: none"> - Improved use of accurate assessment frameworks - Feedback (to inform planning) <p>Additionally, explicit school focus on ensuring short and medium term planning meets the needs of the students including appropriate stretch and challenge.</p>	<p>Improved attainment by all students, and in particular DA (Termly Data drop)</p> <p>Improved attendance</p> <p>Reduced low level disruption (recorded on SIMS / On Call)</p> <p>Evidence gained through lesson observation, learning walks and book looks of student progress (Middle Leaders and SLT).</p>	<p>A significant focus of the school was to improve teaching across the school and to ensure that all students consistently received effective quality teaching irrespective of age or ability. A large proportion of CPD time was dedicated to developing and supporting staff in understanding the importance and mechanisms of effective feedback and questioning. In areas where consistently good teaching was observed (lesson obs, learning walks, book looks) outcomes were pleasing. The performance of DA students was undoubtedly improved in these areas as a result of this too. The learning environment in these classrooms was calm, positive and purposeful.</p>	
<p>Raise the profile of DA students to ensure they are known to all staff to inform intervention planning.</p> <p>Rationale By knowing who the DA students are in a class allows for</p>	<p>Publish list of DA students including their Prior Attainment and any additional need</p> <p>Identified Admin team member to have responsibility for ensuring DA records are accurate within SIMS</p>	<p>All staff to have annotated seating plans for classes to assist in their planning.</p> <p>Staff aware of the current progress, achievements etc of the DA cohorts.</p>	<p>Staff were well informed of their DA students and seating plans and personal teaching files reflected this. Standards meetings (termly) as well as weekly line management meetings included specific conversations regarding the progress of DA students</p>	

positive seating assignment and ensures DA students are actively engaged, by the teacher, through in-class questioning and monitoring.	and that teaching staff are made aware of in-year amendments. Staffroom bulletin boards to be regularly updated with relevant DA student information including success and academic progress.	Evidence seen in Lesson observation, Standards Meeting Notes.	and any other relevant issues impacting their progress. The recruitment of a member of Admin with responsibility to keep accurate and current records undoubtedly assisted with this. Ongoing information about students was provided to staff through the bulletin and distilled through tutor meetings (Pastoral Team). The staff room PP board was underused and this is an area for 2019-20 that can be utilised more readily.
Objective 2: Targeted Support			
All staff to plan and deliver interventions (whole class & targeted) to address known deficits in basic skills & knowledge required for their subject area. Rationale By monitoring the quality and frequency of interventions at a class level it is possible to identify successful strategies for individual students that can be replicated to maximise school-wide achievement.	AHT to develop a robust tracking and monitoring system for interventions that allows for evaluation and is transferable across disciplines. Interventions (and their impacts) to be discussed at Termly Standards Meetings.	A staff-created, success based, catalogue of successful strategies (reflected in student achievement at all levels). Measurable impacts evidenced through Standards Meetings documentation and against successive Data Drops.	School wide (Year 11 focus) intervention programme established with priority given to DA students. Small group and targeted intervention work by subject leaders. Centralised monitoring and tracking to see attendance and progress. Students who regularly attended such interventions saw improved Grades (between data drops) and staff, students and parents identified a greater confidence in subject material ahead of exams. Departments were encouraged to collaborate ideas for student-specific strategies. This will be replicated in 2019-20 for current whole Year 11 cohort and developed for DA students from Y7-10

<p>Funding available for Staff to buy resources and equipment for DA students.</p> <p>Rationale DA students (and their families) may not have the resources to purchase additional materials to support student learning.</p>	<p>Ring-fenced funding available for class teachers (through Departments) to access additional support materials / resources to support QFT for DA students.</p>	<p>Monitored spending, audited and impacts measured (April 2019).</p> <p>Evidence shared amongst Middle Leaders to promote positive use of fund for academic year 2019-20</p>	<p>All departments took advantage of Revision Guide offers but few were able to identify additional resources beyond that.</p> <p>Maths invested in equipment including scientific calculators for any DA student in Y7-11.</p>	
<p>Highly effective targeted academic support for DA pupils in literacy and numeracy</p> <p>Rationale: Lack of progress in Literacy and Numeracy will impede progress at any stage. Collecting, and acting upon, robust baseline data identifies gaps in knowledge and skills. Addressing these deficits will improve academic outcomes as well as boost confidence and engagement.</p>	<p>Year 7 students baseline assessed in Reading, Maths and Science in Term 1. Students identified for Literacy and/or numeracy interventions.</p> <p>Y8-10 students repeat assessed in Reading to ensure ongoing progress is continued.</p> <p>Class teachers taking responsibility for first wave intervention to in-fill missing knowledge or skills, identified through regular in-class assessment.</p>	<p>Improved standardised Reading age (Literacy interventions)</p> <p>Improved assessment scores in maths (specific numeracy interventions)</p> <p>Improved achievement of students, especially DA students, in Data drops & external assessments.</p>	<p>Identification of students was successfully completed and information shared with parents and teachers, along with suggested strategies to assist.</p> <p>Where teaching was strong in English and Maths progress was made. Unfortunately, where it was not, less progress was made in closing the gaps. Capacity issues meant that whilst DA students were given priority for intervention, not all could be accounted for.</p> <p>The use of both Lexia and MyMaths programmes was successful – both allow for student engagement to be tracked, parental involvement (directly and remotely) and teachers to get highly detailed information on student gaps in knowledge/understanding. The ThinkingReading programme continued to show huge improvements for the students involved however, the intense nature of it can mean that students have felt overwhelmed and become disengaged. The cost in resource is also heavy and this year the TA resource was frequently reassigned to</p>	

			help support other students with significant SEN needs.	
Secure success in Core subjects – minimise the need for students to have to re-sit in 'Year 12' Rationale: Taking students off site for one day to take part in intensive Maths / English workshops allows for small group work without distraction allows for focus and opportunity to build confidence	Organisation and coordination of 'conference' including venue, transport and lunch	Secured grades in English Lit / English Lang / Maths	Unfortunately, this did not happen during the 2018-19 year.	
Provide high quality IAG support for all DA students Rationale: Statistically, students in receipt of the PP are more likely to have lower aspirations than their peers. There is a significantly greater chance of PP students becoming NEET. Early and regular engagement with CIAG opportunities reduces this risk	IAG events promoted (and payment covered) to PP students Careers Adviza sessions prioritised for PP students (Y9 -11) Year 9 PP students to have opportunity for 1:1 support (with family) through Options process Y8-10 students targeted for University of Reading outreach programme (and similar)	No NEET students in 2019 Y9 students placed on appropriate and correct courses following options process All PP students received at least 1 Adviza session in Years 9, 10 and 11. All students in Y8-10 to have experienced Higher/Further Education inspiration days	Current indications show that all 2019 leavers are on roll at a Sixth Form /College or employed through a workplace apprenticeship scheme. 100% parents of DA students attended KS4 options evening and Y9 DA students prioritised for an additional Adviza interview to aid their decision-making process. All Y9/10/11 DA students were offered a consultation with Adviza during 2019. Y9/10/11 students were invited to attend a College or University day.	
Raise aspirations for PP students, in particular the most able . Rationale: Statistically, students in receipt of the PP are more likely to have lower aspirations than their peers. This is even more pronounced in students	Target Y8-Y10 students for participation in University of Reading (and similar) outreach programme. Identification of students' prior attainment in SIMS so all staff recognise the students in this demographic	All students in Y8-10 to have experienced Higher/Further Education inspiration days Evidence in Lesson Obs and in books that HA students are being appropriately stretched and challenged.	Through a strengthened CIAG and STEAM programme all students in Years 7-11 were exposed to Graduate-led activities. The objective of these was to both broaden horizons and raise aspirations. DA students in Years 10 and 11 were offered opportunities to undertake	

<p>who are PP and HAP. Providing opportunities to raise aspirations is crucial in improving self-belief, confidence and appreciating the possibilities beyond Year 11.</p>	<p>Priority of DA students to be included in department trips / opportunities aimed at stretching the most able.</p> <p>Ensure representation of DA students in Student Leadership posts and provide opportunities for students to represent the school (e.g. guides on Open Evening)</p>	<p>DA fully represented in Department based trips / opportunities offered to HA students.</p> <p>School Council / Senior Student Team / Guiding Teams has DA representatives</p>	<p>Work Experience coordinated by Oxford Science Park. Additionally, Y10 DA girls entered a bespoke 8 week mentoring programme to begin the process of looking at options for College.</p> <p>DA students are always invited and encouraged by HOY and SLT to apply for Student leadership roles; current HG and Chair of Student council are both DA students.</p>	
<p>Effective alternative provision arrangements and qualifications in place for relevant KS4 DA students</p> <p>Rationale: Appropriate pathways are crucial for student success. For some students that isn't found within the mainstream environment. Ensuring any alternative provision is able to cater for academic progress as well as pastoral support is more critical for DA students than their peers.</p>	<p>Ongoing work with RBC and OCC to provide opportunities for relevant students.</p>	<p>Reduced FTE and PEX for DA students.</p> <p>All students completing education to KS4 and not becoming NEET</p>	<p>Overall there was a significant drive to reduce the numbers of FTE and PEX for all students. Unfortunately, the one PEX was a DA student.</p> <p>Overall, improved understanding of individual children's needs and a focus on improving the First wave teaching provision has seen a reduction in FTE due to classroom based escalations; historically it was these such events that had been heavily weighted towards DA students.</p> <p>2018 saw 100% of Y11 leavers enter Further Education or the workplace. Current indications are that 2019 leavers will also all have enrolled in further education.</p>	
<p>Broaden and develop the cultural capital of DA students</p> <p>Rationale: Disadvantaged students often have had less exposure to social and cultural experiences. Providing</p>	<p>Seek opportunities for all students to experience a range of cultural and social experiences and for DA, financially support to promote participation.</p>	<p>Greater number of DA students participating in curricula and extra-curricular opportunities</p>	<p>A wide range of opportunities for students to get involved in (both within the school day and after it) were available during the year. Through encouragement, invitation and financial support a greater</p>	

opportunities to take part through school will bring better engagement with school, raise aspirations and develop confidence.			number (from all years) of students, and importantly DA students, were able to take part. These included: Theatre, Shakespeare experience, Reading University visit, Oxbridge visit, Royal Ballet, live professional sporting events and International travel.	
Objective 3: Improved Attendance				
<p>Improve the attendance of DA students</p> <p>Rationale: The greatest barrier to poor attainment is poor attendance – for a variety of reasons statistically attendance of disadvantaged students is often below that of their peers.</p>	<p>School-wide focus to improve attendance for all 2018-19.</p> <p>Targeted support and early intervention for DA students identified as having unsatisfactory attendance</p> <p>Close monitoring of known poor attenders who are DA and early intervention 'break the cycle'</p>	Improved whole school attendance and that of DA students	<p>Improved and more rigorous systems of monitoring and early intervention certainly improved 'fringe' poor attenders. The number of students who continued to decline under 93% was reduced.</p> <p>However, of the PA students a disproportionate number were also DA. Many were also Year 10 or Year 11 and had followed a similar attendance pattern for at least the previous academic year. Interventions had little overall impact and, in Year 11, the impact on outcomes was evident.</p>	
Objective 4: Improved Engagement				
<p>Highly effective Y6 – Y7 transition programme</p> <p>Rationale: The transition to High School should be an exciting experience representing a fresh start filled with opportunities. For some, including those who are DA, it is often a time of angst where problems starting at Primary are exposed or exacerbated. A smooth transition process minimises the stress and worry</p>	<p>Build positive relationships with feeder schools to foster an open dialogue.</p> <p>Ensure personal invites to parents for welcome evening (June) and transition Days</p> <p>Year 7 Welcome evening in Term 1</p> <p>Clear and concise paperwork for parents to promote completion including specific FSM forms.</p>	<p>Students feel reduced levels of anxiety about starting High School (PASS)</p> <p>Y7 attendance is high reflecting confidence and feeling secure.</p>	<p>Highly successful Transition process with additional, bespoke programme (as necessary) for identified students. This was built on shared knowledge from feeder schools. Older students acted as buddies and connections made between potentially anxious or vulnerable students and previous feeder school peers.</p> <p>Positive feedback from students and parents.</p>	

and ensures students start High School on a path to success.				
<p>Improve Parental Engagement</p> <p>Rationale: Traditionally, parents of PP students have been less engaged in their academic progress than the parents of their peers. This can be linked to parents themselves having had a poor school experience. Fostering a positive relationship and creating an environment that is safe and welcoming is crucial in engaging such parents.</p>	<p>PP Parents receive a personal invite to school events (e.g Parents' Evening, School Show)– Form tutors make contact to promote attendance</p> <p>Prioritise contact from tutors / subject teachers following assessments to celebrate success.</p> <p>For some parents providing one point of contact at school through whom all communication is channelled.</p>	<p>Greater attendance at critical school events (Parents' Evening etc)</p> <p>Greater support for non-academic school events (Show / EdgeFest etc)</p> <p>Improved relationships with 'hard to reach' parents.</p>	<p>Improved attendance and both academic and extra-curricular school events. Invitations and encouragement to attend had a positive impact on both attendance to events but in continuing to build home-school relationships. 100% parent of DA students attended KS4 Options presentation evening.</p> <p>Some bespoke Parents' Evening opportunities catered for to support parents, particularly of DA students, to promote their engagement.</p>	
<p>Support to DA families to remove barriers to learning</p> <p>Rationale: Bespoke intervention packages to support students based on personal needs thus minimising the impact and ensures students are in school and learning</p>	<p>Based on individual student / family needs a variety of support is available including:</p> <ul style="list-style-type: none"> - Vouchers to support with the purchase of school uniform - Extending the FSM entitlement - Financial support for curriculum trips - Revision materials to support revision for KS4 students 	<p>Improved attendance of DA students</p> <p>Greater engagement from parents</p> <p>Greater participation on trips and involvement in school activities</p>	<p>Delivered on a student by student basis and accounting for individual needs – the success relied on a forensic understanding and strong relationship with the student and family. Whole-school uptake on trips and visits was markedly improved (both academic and extra-curricular opportunities). Year 11 revisions guides were well received. Uniform vouchers to support with costs were used as appropriate and ensured students had the correct attire. The desired impact on improved attendance did not, however, occur measurably.</p>	

Summary of Academic Performance

Year 7 - Flight path progress indicators

Subj	DA	Non DA	GAP
Pe	0.94	0.70	0.23
Ma	0.41	0.27	0.14
Ar	-0.13	-0.03	-0.09
Da	-0.09	-0.22	0.14
Sc	-0.22	-0.16	-0.06
En	-0.16	-0.31	0.16
Cp	-0.27	-0.32	0.05
Dr	-0.31	-0.31	0.00
Hi	-0.38	-0.30	-0.08
Gg	-0.39	-0.40	0.01
Tf	-0.57	-0.45	-0.12
Rp	-0.56	-0.56	0.00
Mu	-0.61	-0.61	0.00
Fr	-0.76	-0.82	0.07
Total	-0.21	-0.24	0.03

Blue	Exceptional
Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious Concern

Year 7 shows some excellent progress across the curriculum; only PE showed a gap between non Da and Da greater than 0.2. There was particularly pleasing progress for DA students in Art, Science, Computing, History and Food Tech where DA students outperformed their Non DA counterparts.

Year 8 - Flight path progress indicators

Subj	Non DA	DA	GAP
Da	0.28	0.42	-0.14
Pe	0.17	0.59	-0.42
Ma	-0.03	-0.40	0.37
Ar	-0.31	-0.07	-0.24
Cp	-0.36	-0.21	-0.15
Dr	-0.45	-0.54	0.08
Sc	-0.53	-0.59	0.05
Hi	-0.68	-0.63	-0.05
Gg	-0.68	-0.70	0.02
Tf	-0.73	-0.62	-0.10
En	-0.78	-0.69	-0.09
Mu	-0.89	-0.83	-0.06
Fr	-1.03	-1.03	0.00
Rp	-1.18	-1.16	-0.02
Total	-0.54	-0.50	-0.04

Blue	Exceptional
Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious Concern

The overall progress of the Year 8 Cohort was not as positive, however the performance of DA students was, for the most part broadly in line or better than that of their Non-DA counterparts. One notable exception was in Maths where a 0.37 gap has opened up. This will be an area of focus in 2019/20 Term 1 to identify the gaps and execute intervention.

Year 9 - Flight path progress indicators

Subj	DA	Non DA	GAP
Da	0.14	0.36	0.22
Sc	-0.11	0.31	0.42
Mu	-0.41	-0.12	0.29
Ar	-0.65	-0.37	0.28
Ma	-0.75	-0.44	0.31
Hi	-1.01	-0.46	0.55
Tf	-1.00	-0.48	0.52
Gg	-0.78	-0.56	0.22
Dr	-0.87	-0.55	0.32
Cp	-0.96	-0.62	0.34
Rp	-1.23	-0.58	0.65
Fr	-1.00	-0.80	0.20
En	-1.04	-0.87	0.17
Pe	-1.23	-1.03	0.20
Total	-0.81	-0.47	0.33

Blue	Exceptional
Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious Concern

Year 9 remains a concern and will be an area of focus for 2019-20 as all subject areas show DA students lagging in their performance against the Non-DA peers.

Year 10 – Value added indicators

	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL
All	0.96	1.26	1.57	0.61	0.69	0.61	1.01	0.16
DA	0.80	0.81	1.93	0.50	0.33	0.46	0.49	-0.21
Not DA	1.01	1.40	1.46	0.65	0.80	0.65	1.13	0.27
Gap	0.21	0.59	0.46	0.14	0.48	0.19	0.64	0.48

Year 11 – Value added indicators

	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL
All	-0.24	-0.44	0.15	-0.84	-0.17	-0.63	-0.42	-0.44
DA	-0.76	-0.61	-0.88	-1.43	-0.30	-1.32	-0.04	-1.57
Not DA	-0.05	-0.38	0.50	-0.63	-0.12	-0.39	-0.53	-0.09
Gap	0.71	0.22	1.38	0.80	0.18	0.93	0.50	1.48

Year 10 and 11 progress indicators are disappointing for DA students, with the exception of Maths in Year 10 and Humanities in Year 11. The overall gap in Year 10 sits at 0.21, well within expected National Average. This reflects pleasing targeted intervention and directed strategies to ensure staff know the individual students and their individual learning barriers. Continued work with this cohort through Year 11 will, hopefully see them realise even better progress in August 2020.

Summary of Attendance and Punctuality

Attendance

Session Attendance Summary (05 Sep 2018 - 19 Jul 2019) for Attendance

	Year 7	Year 8	Year 9	Year 10	All Years
All	96.19%	95.27%	94.79%	93.37%	95.03%
Male	95.31%	96.45%	94.98%	92.73%	95.11%
Female	97.01%	93.75%	94.51%	94.19%	94.93%
FSM	91.75%	93.32%	90.78%	90.03%	91.57%
Not FSM	97.15%	95.47%	95.36%	93.79%	95.53%
CLA or FSM	91.75%	93.32%	90.78%	90.03%	91.57%
Not CLA or FSM	97.15%	95.47%	95.36%	93.79%	95.53%
Pupil Premium	94.20%	92.70%	92.49%	86.70%	92.04%
Not Pupil Premium	97.16%	95.83%	95.32%	95.65%	95.92%
PA Low	0%	0%	0%	96.24%	96.24%
PA Middle	0%	0%	0%	91.82%	91.82%
PA High	0%	0%	0%	97.34%	97.34%
EAL	97.95%	96.57%	92.19%	97.92%	95.46%
Not EAL	96.06%	95.10%	95.22%	92.70%	94.97%
SEN	91.29%	90.20%	86.42%	74.35%	87.25%
Not SEN	97.14%	96.37%	95.64%	96.33%	96.32%

Session Attendance Summary for Persistent Absence >=10%

Session Attendance Summary (05 Sep 2018 - 19 Jul 2019) for Persistent Absence >=10%

	Year 7	Year 8	Year 9	Year 10	All Years
All	5	6	10	6	27
Male	3	3	5	3	14
Female	2	3	5	3	13
FSM	3	0	4	2	9
Not FSM	2	6	6	4	18
CLA or FSM	3	0	4	2	9
Not CLA or FSM	2	6	6	4	18
Pupil Premium	4	2	4	4	14
Not Pupil Premium	1	4	6	2	13
PA Low	0	0	0	0	0
PA Middle	0	0	0	4	4
PA High	0	0	0	0	0
EAL	0	0	3	0	3
Not EAL	5	6	7	6	24
SEN	3	3	3	3	12
Not SEN	2	3	7	3	15

Punctuality

Session Attendance Summary (05 Sep 2018 - 19 Jul 2019) for Lates

	Year 7	Year 8	Year 9	Year 10	All Years
All	1.56%	1.62%	1.14%	2.33%	1.59%
Male	2.43%	1.49%	0.77%	2.73%	1.68%
Female	0.76%	1.80%	1.69%	1.80%	1.48%
FSM	3.61%	1.73%	2.98%	1.94%	2.75%
Not FSM	1.12%	1.61%	0.88%	2.38%	1.42%
CLA or FSM	3.61%	1.73%	2.98%	1.94%	2.75%
Not CLA or FSM	1.12%	1.61%	0.88%	2.38%	1.42%
Pupil Premium	2.38%	2.89%	2.54%	3.31%	2.71%
Not Pupil Premium	1.16%	1.35%	0.82%	1.99%	1.25%
PA Low	0%	0%	0%	1.66%	1.66%
PA Middle	0%	0%	0%	2.98%	2.98%
PA High	0%	0%	0%	1.40%	1.40%
EAL	1.29%	1.20%	1.85%	1.37%	1.48%
Not EAL	1.58%	1.68%	1.03%	2.47%	1.60%
SEN	4.48%	1.93%	2.24%	6.00%	3.34%
Not SEN	1.00%	1.56%	1.03%	1.75%	1.30%

Overall attendance for DA students still lags behind that of the non-DA. Ongoing efforts to build relationships with identified students and families resulted in improvements over the year but not significantly so. Students marked late to each session are also markedly higher for those identified as DA. Persistent Absentees are more equal in terms of numbers of students, but proportionally there are a greater percentage of DA students. Further improving attendance, reducing lates and persistent absenteeism is an ongoing area of focus for 2019/20.

Summary of Behaviour and Conduct

Permanent Exclusion:

PEX	Total	DA	SEN	M	F	7	8	9	10	11
2016/17	4	0	4	2	2	0	1	0	3	0
2017/18	4	2	4	3	1	1	0	1	1	1
2018/19	1	1	1	1	0	0	1	0	0	0

The number of permanent and fixed-term exclusions across the school was significantly reduced during 2018-19 as were, proportionally, those issued to DA students. Predictably the number of students in alternative learning provision increased from 2017-18; 37% of these were to DA students. This is an increase on the previous year but a reduction from 2016.

Fixed Term Exclusion:

FTE	No. FTE	No of students					No. Days	Days per student	No. of FTE				
		Total	DA	SEN	M	F			7	8	9	10	11
2016/17	128	21	5	12	16	5	248.5	11.8	9	20	35	40	24
2017/18	131	36	16	12	25	11	246.5	6.8	12	7	26	58	28
2018/19	34	15	2	5	9	6	64	4.3	1	12	4	0	17

Alternative Learning Provision:

ALP	No. ALP	No. of Students					No. Days	Days per student	No. Days				
		Total	DA	SEN	M	F			7	8	9	10	11
2016/17	247	105	44	31	73	32	330	3.1	18	89	111	70	42
2017/18	5	5	1	0	4	1	9	1.8	6	0	2	0	1
2018/19	53	37	14	9	29	8	70	1.9	19	11	17	5	18