Desired outcomes from Pupil Premium Strategy Statement 2016/2017	
A.	Students eligible for the pupil premium who are lower & middle attaining students will achieve in line with their non pupil premium peers.
B.	Students who are eligible for the pupil premium who are middle prior attaining boys will achieve in line with their non pupil premium peers
C.	Referral numbers to reduce & reduction in learning hours lost, fewer behaviour logs on eportal, increased attendance at parents evenings.
D.	Reduce the number of persistent absentees among students eligible for the pupil premium in comparison to last years' data. Overall attendance for students eligible for the pupil premium to improve from 88.37% to over 90%.

Desired outcome	Estimated impact	Positives & Future Developments
A Students eligible for the pupil premium who are lower & middle attaining students will achieve in line with their non pupil premium peers.	The summer exam data is showing us that we are making more progress with our LPA students than with our MPA. Although still not meeting their FFT 20 targets, the LPA pupil premium students are +1.47 above the LPA non pupil premium students. The data also shows an improvement from the 15/16 Leavers data for both LPA and MPA pupil premium students. Forecasting for the current year groups show a similar pattern with LPA pupil premium students, with the exception of the current Year 10, out performing their non pupil premium peers.	**POSITIVES:** We have made significant progress with raising the profile of our pupil premium students. Learning Walk feedback from LC2 showed that all staff are aware of who the pupil premium students are in their teaching groups. Staff have access to information for each pupil premium student that outlines their barriers to learning, external agency support, level of parental engagement and effective strategies for making progress. Staff have also received CPD on effective strategies they can adopt in the classroom. The personalised strategy document for the Year 11 leavers and the current Year 11 have received very positive feedback from staff. We need to consider the potential positive impact of replicating this process at KS3. The progress of all pupil premium students has been discussed at the RAT meetings which take place every Learning Cycle. **FUTURE DEVELOPMENTS:** The 'Priority Groups' strand of the 17/18 development plan will continue to highlight students in this cohort and will see a big push on ensuring high expectations of ALL students in ALL lessons (same bar, different ladder). We are working towards every classroom teacher having ownership over their class data and being the driving force behind intervention and strategies used for students who are not making expected progress. The Wave 1 focus of the whole school development plan will support this.

	Average Points Difference 16/17 Leavers	Average Points Difference 15/16 Leavers
LPA PP	-4.83	-7.74
LPA Non PP	-6.30	-3.81
MPA PP	-7.82	-8.04
MPA Non PP	-4.06	-0.86

The change in format of the RAT meetings this year will enable Heads of Department and Learning Managers to work directly with their Leadership Team link to highlight areas for improvement in all 3 Key Stages, select priorities and form strategies to make progress. The department development plans will highlight the Lower Prior Attaining (LPA) and Middle Prior Attaining (MPA) students as a priority if the analysis of data shows that this 'group' are not meeting expected progress. Strategies to overcome this will be detailed in the plan, shared with departments, the strategies will be implemented throughout the year and will be monitored through Learning Walks. A review of the department development plan will take place each learning cycle with adaptations being made if necessary.

Current Year 11 LC4 Data	Average points difference against FFT20 target grades
LPA PP	+0.09
LPA Non PP	+0.03
MPA PP	-0.89
MPA Non PP	-0.31

*Please note that the Year 10 data is based on National Curriculum points and therefore is not comparable to the Year 11 data.

Current Year 10 LC4 Data	KS3 NC points against KS3 target grades
LPA PP	+0.18
LPA Non PP	+1.36
MPA PP	-0.92
MPA Non PP	+0.50

Year 9	Actual	Benchmark
LPA PP	M-	D+
LPA Non PP	M-	D+
MPA PP	M-	M+
MPA Non PP	M+	M+

B

Students who are eligible for the pupil premium who are middle prior attaining boys will achieve in line with their non pupil premium peers

The table bellows shows a comparison of the 16/17 Leavers pupil premium MAT Boys and non pupil premium MAT boys.

	Pupil Premium	Non Pupil Premium
Average Total P8 Score	-0.5	-0.2
% of students achieving a positive P8 score	28.6%	42.5%

POSITIVES:
The progress of the pupil premium Middle Prior Attaining (MAT) boys is still an area for significant improvement for the school. However, current data shows the current Year 11 cohort to improve average points difference against FFT20 target grades from -7.43 to -1.17.

FUTURE DEVELOPMENTS:
In addition to the positive impact the department development plans and RAT will have on this group (see above) the KS3 Learning Manager development plans include specific strategies to focus on MAT Boys and we hope that intervention and effective strategies in KS3 will enable this group to be more successful at GCSE level. Bolt on interventions at KS4 are not proving as effective as we had hoped.

	Pupil Premium average points difference against FFT20 target grades	Non Pupil Premium average points difference against FFT20 target grades
16/17 Leavers	-7.43	-6.72
Year 11	-1.17	-0.47
Year 10 *	-0.65	0.00
Year 9 **	M- (M-)	M- (M-)
Year 8 **	M- (M+)	M- (M+)

*Year 10 data uses KS3 NC points

**KS3 grades in brackets show benchmark

| **C**

Reduce lost learning hours, fewer behaviour logs on eportal and increased attendance at parents evenings. | The data shows that total hours lost to Pupil Premium students in 15/16 was 972 and this has reduced to 662 this year, a 31.9% reduction. Last year there were 54 PP students who spent time in referral, accounting for 355 individual referrals. This year we have reduced this to 41 PP students accounting for 210 referrals.

	15/16	**16/17**
Hours lost to learning PP	972	662
Time spent in Referral PP	54 students (355)	41 students (210)

| **POSITIVES:**

The change in the structure of Referral and its adoption of a more personalised approach has seen numbers reduce significantly. Hotspots (lessons with students in whose behaviour is a barrier to learning) have been monitored by Pastoral Officers, Learning Managers and Leadership Team and therefore a lot of behaviour has been intervened with as necessary reducing the need for removal from lesson to Referral.

The re-launch of the Tutors system and additional time during tutor time has enabled tutors to play a more active role in preparing the student for the school day, intervening when attitude to learning or behaviour isn't what it should be and having restorative conversations with the student.

The personalised approach to making parents evening appointments has increased the attendance figures and is a strategy we will continue with this year.

FUTURE DEVELOPMENTS:

The introduction of Bromcom will enable the monitoring basic standards, behaviour and attendance to be much easier and accessible to all staff.

The Ready, Respectful, Engaged strand of the school development plan focuses on rewards and restorative and positive behaviour. With these strategies we hope to see the figures for hours lost to learning and time spent in referral reduce. |

	Attendance at parents evenings by PP parents has been extremely positive and the strategy to make personal phone calls to PP parents and offer them priority booking seems to have had a big impact on the attendance figures. 87% of PP parents attended the Pastoral Evening in October. 80% of PP parents attended the Year 11 Parents Evening. 80% of PP parents attended the Year 10 Parents Evening – only 9 out of 47 parents did not attend and apologies were received from 4 of these parents. 70% of PP parents attended the Year 9 Parents Evening – lower attendance here could be due to the time of year the Parents Evening took place? 77% of PP parents attended the Year 8 Parents Evening. 86% PP parents attended the Year 7 Parents Evening. Unfortunately there is no comparison data available from last years parents evenings but this years figures will be used as a benchmark and the aim is to achieve 80% or more for all year groups.	The effectiveness of personal study whilst students are in Referral needs to be reviewed so that, despite not having teacher input, the students use the study time in referral effectively. Attendance at Parents Evenings by parents of pupil premium students has been very pleasing this year but the frustration has been that there are no comparable figures from the year before. Now we have a line in the sand we hope to continue to increase these numbers. The aim is for the overall year group attendance to be 90% + and for pupil premium attendance to be in line with that. We will continue to use the priority booking system that was piloted in 16/17. We will also continue to support the Pastoral Officers in their work engaging pupil premium parents and building positive relationships with them. PKE, SRA and SKS do a fantastic job engaging the pupil premium parents during the transition process and throughout Year 7 and we need to ensure that this communication with parents continues as the new Pastoral Officer and Learning Manager take over at the start of Year 8.
D Reduce the number of persistent absentees among students eligible for the pupil premium in comparison to last years data. Overall attendance for students eligible for the pupil premium to improve from 88.37% to over 90%.	The whole school push on attendance has had an impact, however, there is still room for improvement and we need to focus on getting our pupil premium figures in line with our non pupil premium students. PP PA – was 23.8% and has now reduced to 21.88%. The national average for all students is 21%. Overall PP attendance was 88.37 and has now increased to 91.55% Overall Non PP attendance is 95%	**POSITIVES:** The targeted assemblies and letters home were effective and improved the attendance figures. This is a strategy that will take place again this year. The focus on attendance at parents evening (letters in envelopes and displays celebrating good attendance) were also effective and again, we hope to build on that for the Parents Evenings in 17/18. **FUTURE DEVELOPMENTS:** The introduction of Bromcom will enable tutors to have all the information they need at their finger tips to monitor and challenge absence. This year will see tutors play a key role in address the 99 – 95% group allowing the PO to work with students and parents who have an attendance below 95%. The Learning Managers in KS3 have highlighted in their action plans strategies to engage students with school, to make it somewhere they want to be, something they want to be a part of and to be proud to be KJS. The Ready Respectful Engaged strand of the whole school development plan has a clear strategy on improving attendance and punctuality.