



School:	IES Breckland
Date of Report:	February 2017
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IES Breckland Trust Board Member:	Jill Hammond
Responsible Trustees:	Kate Curtis

Summary information					
Students on roll	446	Total PP budget	£95,370	Date of previous review	September 2016
Students eligible for PP	128	Percentage of cohort eligible	28.7	Date for next review	September 2017

Current Attainment		
	PP Students	National Average
% achieving English and Mathematics	33%	62%
2016 Progress 8 score average	-0.2	0.00
2016 Attainment 8 score average	41.4	49.34
Attendance	91.2%	95%
Fixed Term Exclusions	4.2%	3.68%

Aim, Believe, Achieve ✓

Barriers to future attainment (for students eligible for PP)	
Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of schools database; FFT Aspire, Staff and pupil consultation, attendance records, recent school Ofsted reports, and Ofsted guidance.	
In-school barriers (identify barriers that need to be addressed in-school such as low literacy)	
A	Access to outstanding marking and feedback
B	Access to individualised support (intervention) to address any areas for improvement across all age groups
C	Ability to access technical language required for a range of subjects, including science and maths
D	<p>Student Attainment at KS2 not being in line with their peers in all year groups:</p> <p>Year 11 Non PP students average KS2 score 4.59 ; PP students average KS2 score 4.04 Year 10 Non PP students average KS2 score 4.77; PP students average KS2 score 4.51 Year 9 Non PP students average KS2 score 4.65; PP students average KS2 score 4.60 Year 8 Non PP students average KS2 score 4.82; PP students average KS2 score 4.76 Year 7 Non PP students average KS2 score 100.55; PP students average KS2 score 99.80*</p> <p>*Please note that the year 7 are measured on different data parameter.</p>
External barriers (identify barriers that also require action outside school, such as low attendance)	
A	Parents/ carers removing their children from school for pre-planned absence (ie holidays)
B	Health issues impacting on attendance/ engagement in learning
C	Lack of parental ability to support/ continue learning at home
D	Lack of parental engagement in school-led activities such as parent evenings/ open evenings
E	Students lacking essential equipment to allow them to access and excel within school

Outcomes (desired outcomes and how they will be measured)		
	Desired outcomes and how they will be measured	Success Criteria (RAG rating)
A	Students will attain in line with their Non PP peers	The gap between PP and Non PP students will close (in terms of their attainment 8 score). This will be evident across the curriculum. Additionally, the gap will be smaller than that observed nationally.
B	Attendance for PP students will meet/ exceed the minimum expected 95%	Attendance equal to or greater than 95%
C	Students who are eligible for PP who have ongoing health needs will have access to support via the school nursing service and CAMHS (as appropriate) and an Attendance Plan will be drawn up with the school's attendance office and the Education Welfare Service	Attendance of students with persistent absence for reasons associated with poor health will increase
D	Parents/ Carers of PP students will be active participants in their child's learning at home	Parents/ carers will be supported in how to embed the use of Class DOJO and Go4Schools to support their child in completing home learning tasks that consolidates learning that occurs in school whilst preparing them for life beyond the school gates.
E	Students' reading ages and spelling ages will be in line with their chronological age. No student eligible	Students' reading and spelling ages will increase to be in-line with/ exceed their chronological age.

	for PP will have a reading age of less than 10 years unless there is a diagnosed cognitive defect.	
F	Students experience learning activities that are informed by the students' previous attainment and work so that they can make rapid and sustained progress in all lessons.	Marking and Feedback is outstanding. Teachers mark in green pen according to the schools' marking policy, and students complete a Find and Fix task in red pen, addressing their areas for improvement. Marking and Feedback is identified as a strength of the school in the SEF.

Type of Support	Desired Outcome	Action/ Approach	Impact monitoring and support	Staff Lead	Review Date	Cost: Staffing & Resources
Meta-cognition and self-regulation	Develop resilience and improve mental health outcomes	'Growth Mind Set' tuition in Mentor time/ PSHE/ Cross curricular planning.	Student Voice; Analysis of self-harm incidents on Safeguarding log; Attendance data.		Jan 2017	Training Resources Time £925
.Parental Engagement	Parents take a more active interest in their child's education	Introduction of class Dojo to interact with parents more regularly.	Parental Surveys; attendance data for parents' evenings/ open evenings/ staff surveys.	SPi	Sept 2017	£10,000
Reading Comprehension Strategies	Reading ages increase: in line/ exceed chronological age.	Use of Access Reading Tests to identify students. Use of the NESSY programme to address pupils' gaps in literacy. Use of Lexia, Accelerated Reader, Literacy box and 1-2-1 interventions.	Reading and spelling ages improve. Analysis of English RAG data. Student voice-confidence in writing/reading. Analysis of exit data following intervention programmes.	TCr TLe ITr	Sept 2017	£2,500
Small Group, Targeted intervention	Students have personalised, bespoke intervention to address their	Use of assessment data and teacher knowledge to identify areas for	Improvements are seen where intervention occurs, identified by analysis of entry/ exit data	TCr CIn	Apr 2017	£29,000

	individual areas for improvement	improvement and offer personalised support to close the gaps.	from intervention programmes. Student Voice shows increase confidence in their perceived ability to learn.			
One-to-one support	Students have a designated member of staff who they confide in regarding any barriers to learning.	Designated staff member meets with the students regularly to discuss progress and any areas for improvement – bridging the gaps and providing necessary support.	Student voice – students feel better supported. PASS tests, students' attitude towards themselves and school improves and thus has a positive impact on their attainment.	TCr Sha Tle LDr KDa LRu	Apr 2017	£24,000
Marking and Feedback	Students can improve their own learning and planning is informed by student output	Use of innovative techniques to engage students in feedback and ensure they complete Find and Fix tasks to make progress and improve their work.	Book Scrutiny to ensure that books are marked regularly and students are completing Find and Fix tasks. Lesson observations and learning walks.	LFo	Sept 2017	£500 (CPD)
Re-structuring the Support Team	Teaching Assistants become Learning Support Assistants – personalised learning is now more easily achieved.	LSA's are up-skilled in a broad range of interventions to address underlying issues. Students have access to a high quality, bespoke learning experience.	Analysis of Data from Data drops. RAG rating within departments. Analysis of data before and after intervention programmes. Gap analysis – closing the Gap between PP and Non PP attainment.	CIn TCr	Apr 2017	£18,500

Exam Access	Learning Styles	Students in receipt of PP will have access to a full assessment of their learning styles to see if their normal way of working should include additional support.	Attitude to learning/ Attainment data analysis/ examination results analysis.	Ado TCr SHi	July 2017	£2,000
Breakfast and Homework Club	Extending the school day	Students will have access to a nutritious start to the day as well as personalised tuition, food and a purposeful environment to complete private study.	Attendance/ Punctuality rates. Attainment increases.	CIN/ TCR	July 2017	£2000
Equipment	School uniform and stationary	Students will have no practical barriers to learning. Conflict with staff will be reduced and minimised. Attitude to learning will improve as will engagement in learning activities.	Attitude to learning/ Analysis of behaviour log.	TCr	Sept 2017	£5000

Review of expenditure

Previous Academic year: 2015-2016

Desired Outcome	Chosen Action/ Approach/ Type of Support	Estimated impact: Did you meet the success criteria?	Lessons Learned: Impact and Implementation. WWW/ EBI	Cost

To close / narrow the gap between FSM and non FSM children in school and with their peers	Quality First Teaching. Teachers differentiating, aware of PP students.	The gaps closed, but there is still work to be done in this area	WWW: students identified – teachers know who they are EBI - but need to be more active in planning activities to engage these students.	
To provide early targeted intervention for underperforming groups as identified through data – including those in receipt of PPG – including new / additional support	Provide targeted early intervention for children underperforming in Maths/English in receipt of FSM / PPG : <ul style="list-style-type: none"> • Maths/ English Achievement Coach • In class teacher support as students identified • Lunchtime and after school support clubs • Dept Resources 1:1, 2:1 and small group work support 	Students were targeted and work was completed. 1-2-1 tuition was provided, but the impact of this was unclear. Revision schools ran every half term, offering students every opportunity to succeed- but these weren't well attended by our PP students.	WWW- Targeted intervention took place. This intervention was offered to students who were deemed to be receptive to it. EBI – All PP students should be offered this as a matter or course – especially those with a negative P8 or A8 score.	£24.7k
Analyse progress of Teacher Focus Group (those children in receipt of PPG) half termly for the causes of under achievement	Use quarterly data drops to identify any gaps and inform staff where intervention needs to occur to close any gaps identified	We had the data available, but what did we do with it? A robust data system is now in place, but this needs to be better communicated with ML's to discuss with their departments.	WWW Data was there and in place EBI more staff knew what it was/ how to access it/ are upskilled in using it to inform their planning.	£2032
To ensure never less than good / outstanding teaching for those children in receipt of PPG	Continuous CDP, Sharing of good practice and support for all staff as required.	Lessons taught were generally good, with some outstanding features. Focus needs to be on improving	WWW –Good lessons are generally being taught EBI PP students' attendance	

		attendance of our PP students.		
Teaching Assistants are highly trained and understand formative assessment strategies	TA's to undergo training to allow us to identify more students who qualify for access arrangements in exams	We were able to successfully test all students in all year groups to give us baseline data.	WWW all staff familiar with how to conduct and mark these assessments EBI students as early as Y9 should be having their official AA testing done.	
Attendance / punctuality / welfare and behaviour of children in receipt of PPG in-line with other children in school	PP co-ordinator and KHA to monitor attendance and work closely with EWO to support families in ensuring attendance is good.	Whilst this was monitored, we need some intervention programmes to improve PP students' attendance.	WWW This was monitored EBI intervention programmes were in place to address areas of concern.	£4k
Identify children in receipt of FSM to all staff and track their progress and provision	Have a PP board visible in the staff room so staff can easily identify our PP students.	Staff are generally aware of who their PP students are, but are less able to offer ideas as to what they do differently to support these pupils.	WWW The data was available to do this EBI ensure this data is used more effectively.	