



## Pupil Premium Strategy Statement : Wales High School 2017/2018

1. Summary information					
<b>School</b>	Wales High School				
<b>Academic Year</b>	2017/2018	<b>Total PP budget</b>	£303, 875	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	1375 (KS3 and KS4)	<b>Number of pupils eligible for PP</b>	363	<b>Date for next internal review of this strategy</b>	Jan 2018, April 2018, Sept 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>Progress 8 score average (from 2016/17)</b>	-0.55	-0.04
<b>Attainment 8 score average (from 2016/17)</b>	33.24	46.59
<b>eBacc P8</b>	-0.52	+0.02
<b>English and Maths strong pass (5+)</b>	18.75%	41%
<b>English and Maths standard pass (4+)</b>	25%	58.8%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	56% of Y10 students follow the Ebacc route and 20% of these are PP. This is an increase of 2.9% from 2017 results.
<b>B.</b>	In 2017, the gap between PP and non-PP was -0.47 in English and -0.61 for Maths. LA boy focus, working specifically with those to gain both English and Maths at a strong and standard pass.
<b>C.</b>	Reading ages in PP boys, particularly in Year 8, present a gap with girls, PP and non-PP
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	

<b>D.</b>	Attendance of PP students is on average 3.29% below non-PP (Y7 – Y11) showing the gap to have narrowed since 2015/16. This is still a concern.
<b>E.</b>	ATL performance of PP students worse than non-PP (average gap 0.22)

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	3.3.4	To improve the P8 score of eBacc PP students, so it is in line with that of non-PP.
<b>B.</b>	3.3.2, 3.3.3, 3.3.4	To eliminate the gap in achievement between LA PP boys in English and Maths (current Y11) when compared to non-PP. 2018 results.
<b>C.</b>	3.3.2	To close the gap in reading ages, specifically in Year 8, between PP and non-PP and between boys and girls.
<b>D.</b>	3.3.1	To close the gap in attendance between PP and non-PP students.
<b>E.</b>	3.3.1	To close the ATL gap between PP and non-PP.

## 5. Planned expenditure

Academic year

2017/2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Improve the Quality of Teaching and Learning for the harder to reach students.

Desired outcome Based on 2016 2017 data	Chosen action/approach	What is the evidence and rationale for this choice? <b>(*EEF used as evidence for average impact guide.)</b>	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>58% of PP students in current Y11 have attendance below school target, compared to 35% non-PP (July 2017). Increasing trend that as students move through school, the attendance gap between PP and non-PP widens. (Y7 3%, Y8 3.41%, Y9 3.62%, Y10 2.58% and Y11 3.84%. Current year groups, average. from July 2016) PP students in Y9 and Y11 with 80-92% attendance to be brought in line with school target of 96.5%.</p>	<ul style="list-style-type: none"> <li>- VB to work with pastoral teams and LMc to target attendance at ISMs. Y9 and Y11 focus.</li> <li>- Support staff (NB and JLy) to collect and bring in (early risers program)</li> <li>- Foster relationships with targeted families (coffee mornings, offers of transport, regular and appropriate contact) to improve family opinions of school.</li> <li>- VB to attend Attendance panel meetings for PP students to gain a better understanding to their barrier.</li> <li>- New post of 'Boys' Skills Ambassador' to address the attendance of low ability boys across KS3 and KS4</li> </ul>	<p>Milestone monitoring of each year group, termly.</p> <p>Half termly meeting with Deputy HOY to review attendance group.</p> <p>Monitor attendance at Parents' Evenings for hard-to-reach families.</p> <p>Track and invite PP families to outreach activities. *(parental involvement +3 months)</p>	<ul style="list-style-type: none"> <li>- LMc and VB to monitor cohorts through ISMs</li> <li>- LMc / VB to coordinate support for targeted students through NB and JLy</li> <li>- VB to audit family and home perceptions (Nov, Feb, June)</li> <li>- Increase in attendance from 2017 to 2018 parents evenings.</li> <li>- Appraisal of Boys' Skills Ambassador</li> </ul>	<p>VB</p>	<p>AP data points and ISMs for each year group</p> <p>Monitor the attendance of PP families at Parents' Evenings</p> <p>Appraisal of Boys' Skills Ambassador re. QA calendar</p>

<p>Progress 8 gap between PP and non-PP is -0.51. Diminishing the difference a priority, through a T and L focus.</p>	<ul style="list-style-type: none"> <li>- Focus on improving T&amp;L strategies in all subjects to engage the harder to reach.</li> <li>- VB to join T&amp;L group and review and cascade good practice.</li> <li>- Review option choices and analyse proportion of students that achieve a full P8 score, exploring basket choices.</li> <li>- Facilitate NQTs and ITT students to support key cohorts at KS3 (mini project CQ/VB)</li> <li>- To facilitate the PP auditor's role in school to share and cascade best practice (VB)</li> </ul>	<p>Impact of T&amp;L Monday shares provoked ideas and creativity in 2016/17, use this forum for PP T&amp;L  *(learning styles +2 months)  *(AFL + 3 months)  *(effective feedback +9months)</p>	<ul style="list-style-type: none"> <li>- Rigorous QA of T and L with a PP focus (learning walks, work scrutiny, appraisals)</li> <li>- Review with JW the current gaps in T&amp;L.</li> <li>- From Learning walks identify Key staff to support/coach others in T&amp;L ideas</li> <li>- Identify key staff who have PP/harder to reach students as an appraisal target.</li> </ul>	<p>VB</p>	<p>Termly QA calendar</p>
<p>In 2017, the gap between PP and non-PP was -0.47. in English -0.61 for Maths*. This is still a changing statistic due to some papers being remarked.</p>	<ul style="list-style-type: none"> <li>- Regular QA of core departments, focusing on hard to reach groups</li> <li>- PP training for Specialist intervention coaches and HTLAs in English and Maths.</li> <li>- Golden Hour focus on Literacy and Numeracy introduced into Year 8. 14:1 ratio students to staff.</li> <li>- New post of Boys' Achievement Leader to target Literacy and Numeracy skills at KS3 – focus on LA boys</li> </ul>	<p>Increasing the expertise of staff with supported coaching directly linked to PP T and L techniques.  (reducing class sizes +3 months)</p>	<ul style="list-style-type: none"> <li>- SLT to Learning walk English and Maths in KS4 to review engagement of the harder to reach cohort.</li> <li>- Review of PP outcomes at ISMs for Core subjects</li> <li>- QA of Golden Hour</li> <li>- Reviews of ATL in English and Maths at Aps for PP students</li> <li>- Appraisal of Boys' Achievement Leader</li> </ul>	<p>VB</p>	<p>Termly and at school data points</p>
<p>In 2017, the gap for average ATL has narrowed but not closed in all year groups apart from current Y10, current Y8 gone from 0.22 to 0.2, current Y9 from 0.21 to 0.17, current Y10 from 0.15 to 0.16, current Y11 from 0.44 to 0.35. Gap needs to be further closed, especially between boys and girls.</p>	<ul style="list-style-type: none"> <li>- Implement effective rewards systems to encourage improved ATL in targeted PP students</li> <li>- Track engagement in lessons</li> <li>- Student voice of PP cohort around engagement.</li> <li>- New post – Boys' Skills Ambassador – to engage hard to reach PP boys</li> </ul>	<p>Student voice indicates positive reactions to rewards systems for ATL.  (individualised instruction +2months)</p>	<ul style="list-style-type: none"> <li>- Analysis of ATL grades at Aps</li> <li>- Appraisal of Boys' Skills Ambassador</li> </ul>	<p>VB/ HOYs</p>	<p>Appraisal of Boys' Skills Ambassador according to QA calendar</p> <p>Review year group data at ISMs and AP points</p>

<p>In year 9, Average ATL for PP students is consistently higher (worse) across subjects: difference of 0.21 in Spanish, 0.33 in History, 0.03 in French, * 0.41 in Geog.</p> <p>*significantly fewer PP students</p> <p>Current Y11 shows EBacc subjects to be under performing. EBacc performance and engagement needs to be improved in KS3</p>	<p>PP champion from each of the 5 subjects to form a working party.</p> <p>Staff to share ideas on specific techniques that work with specific learners.</p> <p>Develop profiles for the PP students following this path way in Year 10</p> <p>All teachers of these 5 subjects to have an appraisal target around harder to reach students.</p>	<p>Shared practice (collaborative learning +5)</p>	<p>VB to monitor work produced by working party.</p> <p>T&amp;L group to support VB with sharing information with departments.</p> <p>PP case study cohort to be tracked at each QA point throughout the year.</p> <p>Use ATL and Grades at ISM to triangulate what has been seen in QA process.</p> <p>Compare success in the 5 subjects against the open basket subjects.</p>	<p>VB/DTY/ HOY</p>	<p>At each ISM/data collection Approx. every 8 weeks</p>
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>All Y7 Corrective Reading students made an average of 7.2 months' progress in their reading ages, with the most progress made being 2 years, 8 months in one year.</p> <p>Y8 and Y9 Litnum students made an average of 10.6 months progress in Reading Ages, an acceleration from previous years.</p> <p>Boys made an average two months progress more than girls, but this varied hugely between student to student.</p> <p>The Year 7 Over the Line Group (all boys) showed a decline in their enjoyment of reading, in line with a decline in their ATL grades. This group also made 2 months progress average in their RAs.</p> <p>Now the RAs of PP students needs to be brought in line with non-PP. More rigorous tracking of reading ages and earlier intervention necessary.</p>	<ul style="list-style-type: none"> <li>- Intervention through Learning Support (Litnum, Corrective Reading)</li> <li>- Tracking and intervention through Accelerated Reader and whole school reading programmes (Rugby Readers, Over the Line, Accelerated Reader, Literacy challenges)</li> <li>- Strengthen links between Literacy and English for reading interventions</li> <li>- Boys' Achievement Leader to use in-school systems to improve the reading ages of LA boys.</li> </ul>	<p>(Parental involvement +3 months)</p> <p>(Homework +5 months)</p>	<ul style="list-style-type: none"> <li>- Review of RAs (Nov, Jan, June)</li> <li>- Student voice</li> </ul>	<p>VB</p>	<p>AR testing of Y7 and key groups in Y8 and Y9 four times per year (Nov, Feb, March, June)</p> <p>June 2017</p>
<p>LA P8 score in Maths -0.49, with almost a full grade gap between PP and non-PP.</p> <p>LA English P8 figure of -0.92 (internal data)</p> <p>Achievement of LA students is a priority for the school in both core subjects, but a key cohort of LA PP students needs identifying to target English and Maths to achieve the combination of standard and strong passes.</p>	<ul style="list-style-type: none"> <li>- Maths outreach programme to be reviewed and specific need to be assessed, possibly exploring more sustained support for a smaller cohort of students</li> <li>- Possible use of departmental colleagues for 1-1 tuition</li> <li>- LA English students a priority for intervention</li> </ul>	<p>(1-1 tuition +5)</p>	<p>To increase the outcomes of PP LA Y11 students in English and Maths to be in line with that of non-PP students.</p>	<p>VB / LD / WE</p>	<p>AP data points</p>

<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Learning Walks demonstrated an increased focus on Literacy (69% of lessons) but Numeracy was less evident. Engagement in Golden Hour (Literacy and Numeracy foci) was positive, with students enjoying a variety of tasks.</p> <p>Numeracy and Literacy need to have equal status, with key skills from both areas embedded into departmental practice.</p> <p>ATL outcomes in Y8 Golden hour to have no gap between PP and Non PP. 2016/17 AP3 for Y7 ATL in golden hour was 1.62, the best in the year group figures, but there was a -0.1 gap between PP and non-PP. Aim to eliminate this gap in 2017/2018.</p>	<p>Link the treasure chest and numeracy problem solving activities to Y8 Golden hour. Coordinate with JBh</p> <p>Development of fundamental skills required to access good numeracy and good literacy.</p> <p>“Termly Treasure Chest” introduced Numeracy problem solving exercise to be completed weekly by tutor groups in KS3. Rewards for tutor groups completing tasks.</p> <p>New post of Boys’ Achievement Leader to promote Numeracy at KS3 with LA boys.</p>	(Mastery learning +5 months)	<p>Learning walk Golden hour with JBh</p> <p>Compare engagement of PP and non PP students in Y8 golden hour.</p> <p>Support staff with planning and delivering accurate Literacy and numeracy,</p>	VB	Learning walks and pupil / staff voice according to QA calendar
<b>Total budgeted cost</b>					£183, 215 (to date: Nov 2017)

6. Review of expenditure																																							
Previous Academic Year		As a Transition year for reporting see Pupil Premium report 2015/2016 published September 2016 on School website.																																					
i. Quality of teaching for all																																							
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																			
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<p>Progress 8 gap between PP and non-PP is -0.51. Diminishing the difference a priority, through a T and L focus.</p>	<ul style="list-style-type: none"> <li>- Focus on improving T&amp;L strategies in all subjects to engage the harder to reach.</li> <li>- VB to join T&amp;L group and review and cascade good practice.</li> <li>- Review option choices and analyse proportion of students that achieve a full P8 score, exploring basket choices.</li> <li>- Facilitate NQTs and ITT students to support key cohorts at KS3 (mini project CQ/VB)</li> <li>- To facilitate the PP auditor's role in school to share and cascade best practice (VB)</li> </ul>	<ul style="list-style-type: none"> <li>- NPP / PP P8 gap for 2017-18 -0.62. Gap has narrowed in core subjects but more work to be done in Ebacc, particularly MPA PP.</li> <li>- Whole school documentation created and cascaded to all staff through Middle Leaders meeting and staff briefings – documentation ties directly with SIP priorities related to PP achievement</li> <li>- 10.7% gap in PP/NPP full basket take up. PP curriculum to be reviewed in 2018/19.</li> <li>- VB qualified as PP auditor in November 2017 – plans in place to work closely with other schools in January 2019</li> </ul>	<ul style="list-style-type: none"> <li>- Increased focus on T and L in 2018-19 with strategies cascaded to departments termly by VB and the completion of the PP strategy document to take place between Middle Leaders and SLT in link meetings.</li> <li>- VB to undertake work as PP auditor in January 2019, gaining T and L strategies to bring back to WHS.</li> <li>- Review curriculum choices of PP students to ensure that they are best placed on appropriate courses to boost their progress and improve future chances.</li> </ul>	<p>£14,435.84</p>
<p>In 2017, the gap between PP and non-PP was -0.47. in English -0.61 for Maths*. This is still a changing statistic due to some papers being remarked.</p>	<ul style="list-style-type: none"> <li>- Regular QA of core departments, focusing on hard to reach groups</li> <li>- PP training for Specialist intervention coaches and HTLAs in English and Maths.</li> <li>- Golden Hour focus on Literacy and Numeracy introduced into Year 8. 14:1 ratio students to staff.</li> <li>- New post of Boys' Achievement Leader to target Literacy and Numeracy skills at KS3 – focus on LA boys</li> </ul>	<ul style="list-style-type: none"> <li>- P8 gap in English reduced to -0.37 and -0.31 in Maths.</li> <li>- Intervention coaches in English and Maths continue to prioritise PP students in intervention – movement this year to dedicated Golden Hour time for that purpose (6 hours per week of Practical Numeracy for targeted students – rolling intervention groups)..</li> <li>- Boy's Achievement Leader ran three intervention groups throughout the year aimed at PP students. 60% of boys in reading groups have had accelerated progress in their reading age, compared to others not in the group with similar reading ages to start. Average progress of 0.6 years across the groups compared to 0.4 years in other group.</li> </ul>	<ul style="list-style-type: none"> <li>- Boys' Achievement Leader has made some progress so far with difficult cohorts but this work must continue. Increased communication between Literacy and Numeracy to take place this year. More staffing for Numeracy and Literacy (DS Numeracy groups, SC Golden Hour reading boosters, GH English intervention). Focus on PP students with reading ages within two years of chronological age.</li> </ul>	<p>£81,111.15</p>

<p>In 2017, the gap for average ATL has narrowed but not closed in all year groups apart from current Y10, current Y8 gone from 0.22 to 0.2, current Y9 from 0.21 to 0.17, current Y10 from 0.15 to 0.16, current Y11 from 0.44 to 0.35. Gap needs to be further closed, especially between boys and girls.</p>	<ul style="list-style-type: none"> <li>- Implement effective rewards systems to encourage improved ATL in targeted PP students</li> <li>- Track engagement in lessons</li> <li>- Student voice of PP cohort around engagement.</li> <li>- New post – Boys’ Skills Ambassador – to engage hard to reach PP boys</li> </ul>	<ul style="list-style-type: none"> <li>- All year groups have seen a slight increase in the ATL gap (average 0.2 increase) between PP and NPP students, making this a priority this year.</li> <li>- Boys’ Skills Ambassador has been actively used in and out of lessons to raise boys’ ATL through a variety of strategies (in class support, lunchtime engagement activities, contact with families)</li> <li>- 78% of learning walks were cited as having ALL students ‘displaying a love of learning’ and 84% of lessons included explicit techniques to engage ALL students</li> <li>- Targeted questionnaires and tea parties indicate mixed views of school – combined strategies moving forward with these students, using pastoral support</li> </ul>	<ul style="list-style-type: none"> <li>- Boys’ Skills Ambassador role continues with new member of staff. This role will provide focused TA support in classrooms for these boys as well as out of lesson engagement (mentoring programmes, boxing programme linked to ATL report, new yoga initiative to help students suffering from anxiety). New strategies will be linked to the skills of new post holder.</li> <li>- Kevin Mincher to work with this key cohorts to raise aspirations and tackle disengagement – Boys’ Skills Ambassador to lead a mentoring group based on Kevin Mincher’s delivery in Jan 2019.</li> <li>- Use of Venn Diagrams – JT to oversee ATL gap for PP / NPP and work on strategies within the pastoral team.</li> </ul>	<p>£,25,619.64</p>
<p>In year 9, Average ATL for PP students is consistently higher (worse) across subjects: difference of 0.21 in Spanish, 0.33 in History, 0.03 in French, * 0.41 in Geog.</p> <p>*significantly fewer PP students</p> <p>Current Y11 shows EBacc subjects to be under performing. EBacc performance and engagement needs to be improved in KS3</p>	<p>PP champion from each of the 5 subjects to form a working party.</p> <p>Staff to share ideas on specific techniques that work with specific learners.</p> <p>Develop profiles for the PP students following this path way in Year 10</p> <p>All teachers of these 5 subjects to have an appraisal target around harder to reach students.</p>	<ul style="list-style-type: none"> <li>- PP/NPP P8 gap of -0.72 for EBacc students. *Figures not directly comparable with 2016/17 – aim this year to continue to reduce the P8 gap in all basket choices.</li> <li>- More focused rewards systems implemented in targeted subjects (text messages home, regular phone contact).</li> <li>- ATL in targeted subjects slightly improved on average.: Spanish 0.18; History 0.37, French 0.01; Geog 0.36.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum for key cohorts of students to be reviewed carefully and option choices considered.</li> <li>- T and L focus in MFL based on PP using strategies cascaded by VB in September. Regular follow-up in link meetings.</li> </ul>	<p>£1,459.68</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>All Y7 Corrective Reading students made an average of 7.2 months' progress in their reading ages, with the most progress made being 2 years, 8 months in one year.</p> <p>Y8 and Y9 Litnum students made an average of 10.6 months progress in Reading Ages, an acceleration from previous years.</p> <p>Boys made an average two months progress more than girls, but this varied hugely between student to student.</p> <p>The Year 7 Over the Line Group (all boys) showed an increase in their enjoyment of reading (student voice), in line with a decline in their ATL grades. This group also made 2 months progress average in their RAs.</p>	<ul style="list-style-type: none"> <li>- Intervention through Learning Support (Litnum, Corrective Reading)</li> <li>- Tracking and intervention through Accelerated Reader and whole school reading programmes (Rugby Readers, Over the Line, Accelerated Reader, Literacy challenges)</li> <li>- Strengthen links between Literacy and English for reading interventions</li> <li>- Boys' Achievement Leader to use in-school systems to improve the reading ages of LA boys.</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy interventions complement English ones more strongly now – regular communication between Boys' Achievement Leader and English intervention staff</li> <li>- 60% of boys in reading groups have had accelerated progress in their reading age, compared to others not in the group with similar reading ages to start. Average progress of 0.6 years across the groups compared to 0.4 years in other group.</li> <li>- Average of 9 months progress made in Corrective Reading – slight improvement on year before.</li> </ul>	<ul style="list-style-type: none"> <li>- Careful selection of students is a priority. Literacy and Numeracy interventions are wider ranging in 2018-19 but also more fluid; groups will change more regularly according to student need.</li> <li>- Close communication between Boys' Achievement Leader and Learning Support in identifying and tracking cohorts.</li> </ul>	£6939.86

<p>LA P8 score in Maths -0.49, with almost a full grade gap between PP and non-PP.</p> <p>LA English P8 figure of -0.92 (internal data)</p> <p>Achievement of LA students is a priority for the school in both core subjects, but a key cohort of LA PP students needs identifying to target English and Maths to achieve the combination of standard and strong passes.</p>	<ul style="list-style-type: none"> <li>- Maths outreach programme to be reviewed and specific need to be assessed, possibly exploring more sustained support for a smaller cohort of students</li> <li>- Possible use of departmental colleagues for 1-1 tuition</li> <li>- LA English students a priority for intervention</li> </ul>	<ul style="list-style-type: none"> <li>- LPA PP P8 in Maths moved to -0.36 with a gap of a third of a grade between PP and NPP, and -0.217 in English (internal figures). Issue with current cohort lies in MPA (most likely P8 score of -0.81 across all subjects).</li> <li>- Maths (and English) outreach programme was reshaped to involve more sustained intervention, using departmental staff at three different outreach venues from February to May.</li> <li>- Low attendance from LPA outreach students (only 5% of total outreach cohort).</li> <li>- 25% of English outreach students were within one grade of their aspirational target, and 53% of Maths outreach students. 47% of English and 72% of Maths outreach students made at least one grades progress between the start of outreach and the final examinations.</li> </ul>	<ul style="list-style-type: none"> <li>- Outreach to focus on MA students this year initially – pattern of underachieving MA PP students in school -0.81 P8 most likely score for MPA PP – 2018/19 cohort). Consider other provisions (in house) for LPA.</li> <li>- Earlier start of January 2019, covering four different areas and using WHS staff. New Boys Skills Ambassador to help coordinate outreach with community links.</li> </ul>	<p>£4433.11</p>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<p>Learning Walks demonstrated an increased focus on Literacy (69% of lessons) but Numeracy was less evident. Engagement in Golden Hour (Literacy and Numeracy foci) was positive, with students enjoying a variety of tasks.</p> <p>Numeracy and Literacy need to have equal status, with key skills from both areas embedded into departmental practice.</p> <p>ATL outcomes in Y8 Golden hour to have no gap between PP and Non PP. 2016/17 AP3 for Y7 ATL in golden hour was 1.62, the best in the year group figures, but there was a -0.1 gap between PP and non-PP. Aim to eliminate this gap in 2017/2018.</p>	<p>Link the treasure chest and numeracy problem solving activities to Y8 Golden hour. Coordinate with JBh</p> <p>Development of fundamental skills required to access good numeracy and good literacy.</p> <p>“Termly Treasure Chest” introduced Numeracy problem solving exercise to be completed weekly by tutor groups in KS3. Rewards for tutor groups completing tasks.</p> <p>New post of Boys’ Achievement Leader to promote Numeracy at KS3 with LA boys.</p>	<p>Literacy evident in 61% of learning walks and Numeracy evident in 31%. Slight increase on last year.</p> <p>ATL gap in Y8 GH remains static.</p>	<p>Literacy more evident in GH provision for 2018-2019</p> <p>2018-2019 formation of Practical Numeracy groups to take place in GH (three groups across Y7, Y8 and Y9) targeting students to use Numeracy in a practical way – taught by DS (Design and Technology)</p> <p>Literacy and Numeracy now have equal coverage in Active Tutorial (Y7 term one is all Numeracy – Timetable Rock Stars)</p> <p>Curriculum review of GH to take place in November 2018</p>	<p>£14,332.87</p>
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## 7. Additional detail

Overall, 2017-18 has shown some positive movement in key areas (P8 gap in English and Maths, closing of attendance gaps within the school year). More work to be done in 2018-19 in closing the gap, especially with MPA students.

