

# WEST HATCH HIGH SCHOOL



SCHOOL DEVELOPMENT PLAN  
2016-2017



**Teaching and Learning**

Key actions for Autumn Term	By Who	Governor link	By when	As a result...	Any finance implications?	Monitoring	Measurable impact ? How will success be judged?
<b>Improve the challenge for all pupils within lessons, most specifically higher ability pupils and raise the achievement of higher ability pupils across the curriculum</b>							<b>Improve the progress of higher ability pupils across the school with more making better than expected progress in each year. Achieve 25% A*-A grades at GCSE in 2017 (19% in 2016), 29% A*-A target for A level.</b>
Challenge in lessons non negotiable. Training to be put in place that supports teachers in understanding how to use challenge. Extension is not to be used as a first finished exercise but specifically targeted at HAP. Choice on starting points to be developed across the curriculum.	DL/TLT	JVW	September	Challenging the most able pupils within every lesson so that they make greater gains in their learning and achieve a greater % of A*'s at GCSE and A Level.	N/A	Department monitoring cycle, learning walks, marking walks, SLT termly work scrutiny - pupil focus. Data analysis of most able through PC's	
Departments to build, over time, a bank of extension work that higher ability pupils can undertake at all year groups to push their own learning on independently. Provided as out of lesson activities or projects.	DL/Hods	JVW	July '17	Pupils to take a greater ownership of their own learning, involvement of parents, challenging pupils to work independently outside of the classroom.	Potential photocopying and eLearning costs.	Completion monitored by RT/DL. Start at KS3 and develop.	
Identify students to participate in the honours pathway. Students identified in current cohort based on achievement at West Hatch from PC data, new year 7's identified based on KS2 data	PP	JVW	September	We will have a list of students to participate in the program who will be challenged to work at a key stage above the one they are in.	None	Check student progress against expected, identify underachievement and intervene	
Set up extracurricular activity program linked with University of Westminster. Program will consist of 4 strands which are cross curricular. Activities will consist of 6 1 hour tutorials, 2 university visits and an assignment which could be used towards the extended project.	PP	JVW	November	Identified students will work with student ambassadors at the university of Westminster to challenge them and raise aspirations of going to University	Cover costs for trips to University, printing of resources for course booklets/other consumables	Check student progress against expected, identify underachievement and intervene	
Selected pupils in Year 7 to be expected to participate in the extended project, involving their parents in the selection and completion. Gala at the end of the year to present their work - rewards at lower school awards evening. Yr8 and 9 invited to participate as well.	RT/PP	JVW	October Half term	Get pupils used to working independently on project based work in preparation for university study.	N/A	Work to be monitored regularly by RT/PP to ensure completion.	

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Invite Year 5/6 pupils from key link primaries to be involved in the honours programme. Ask Primaries to identify pupils that fit into each pathway.	PP/ RT/ DL	JVW	November	Advertise the work of the school with Primaries, increase HAP Yr6 applicants.	N/A	Number of participants monitored by RT DL.	
SLT Learning walks throughout first term to use higher order questioning grid to ascertain the level of questioning and stretch provided by teachers.	SLT/ HODs/ PP	JVW	October Half term	Review where we currently are and work with lead practitioners to enhance provision provided in curriculum time	N/A	Data collected during learning walks to be analysed and areas for development identified	
Collect data from learning walks and provide training for teachers on 21st Nov for use of questioning and stretching HAP.	PP	JVW	December	Supporting teachers in understanding how to challenge the most able and all pupils through higher order questioning. Therefore improving the quality of teaching and in turn outcomes.	N/A	Improvements monitored through weekly learning walks and observations.	
Design a student response grid to assess the levels of response provided by students once teachers questioning has improved. Use the grid in learning walks during the second term.	PP	JVW	December	Support teachers in understanding the quality with which pupils are answering questions in their lessons and whether or not enough challenge is in place.	N/A	Improvements monitored through weekly learning walks and observations.	
Student interviews/questionnaire to identify students experience of the school	PP	JVW	End of term 1	Review where we currently are and work with lead practitioners to enhance provision provided in curriculum time.	N/A	Data collected to be analysed and feedback to staff during CPD sessions, Check student progress against expected, identify underachievement and intervene, further learning walks in terms 2 and 3	
During the first term, pick a week where a number of staff will follow a HAP for a day to see their experiences across subjects/years. Teachers to be forewarned.	PP/HODs / TLT/SLT	JVW	End of term 1	Understanding pupils experiences will better help gauge the quality of provision they receive each lesson.	N/A	Feedback to DL after each day.	
Following the observation week, these pupils to form a pupil focus group to ask for their experiences and where/how they learn best.	PP	JVW	Spring Term	Feedback to staff in whole school CPD	N/A	Feedback to staff in whole school CPD	

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Identification of HAP pupils. By half term in October decisions to be made on how to identify HAP. Information to be placed on Sims and then seating plans. Staff to identify subject specific HAP pupils through their own knowledge.	PP	JVW	October Half term	Ensuring we identify the correct pupils will support the school in making sure they achieve the highest possible progress.	N/A	RT to monitor.	
<b>To implement the new teaching and learning policy thus ensuring that all teaching in all lessons across the school and over time is at least good with outstanding practice being developed and shared among all staff.</b>							<b>All teachers to be graded at least good overtime within their termly reviews. Increase the % of outstanding grades to 20% Improve outcomes for pupils - P8 target: 0.30 , A Level target: 60% A*-B</b>
Introduce West Hatch 'every teacher every time' non-negotiables. Teachers in all lessons to have a seating plan with groups identified, a 'do now' task, a challenge activity and regularly review learning and adapt lessons accordingly.	DL/ TLT	JVW	September	Improve the quality of teaching across the school. Reduce wasted time in lessons, challenge HAP and ensure noone is left behind in lessons.	N/A	Department monitoring cycle, learning walks, marking walks, QA days.	
Introduce sharing good practice meetings (SGP) for 30 minutes each half term. Starting within departments and then splitting up after February half term.	DL	JVW	October Half term	Support teachers in creating innovative practice across the school to bboth engage pupils and ensure they make gains in their learning.	N/A	DL to ask for feedback following each session. Monitor quality of teaching through Department monitoring cycle, learning walks, marking walks, QA days.	
Following SGP meetings, each group to nominate a member of their team to contrinute to Monday briefing. Each week a different department presents.	DL	JVW	November	Sharing good practice across the school to improve practice and raise the profile of teaching and learning amongst staff.	N/A	DL to request info a week in advance to check what is being presented.	
Adapt SLT quality assurance procedures. Reduce the amount of formal observations to 2 per year with extra observations where required. Teachers to be provided with an AM or PM slot for QA day. Following QA day, wider observation team to meet to review practice and highlight S and W across the staff. Strengths will be highlighted to wider staff to support peer observations. Data for each group provided for observer. Lessons assessed against Teaching Standards rather than Ofsted criteria.	DL	JVW	November	Observations appropriate to need. SLT to be able to understand the strngths and weaknesses of the teaching staff and address areas for development.	N/A	DL to oversee	

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Following each QA day, a CPD twilight will be put in place to address the areas for development identified within the QA process. These will subsequently be followed up at the next QA day.	DL/TLT	JVW	November	This ensures that QA days are a meaningful process for school improvement. Rather than merely testing what is happening we will be assessing issues that arise.	N/A	DL to oversee the training put in place by the TLT.	
Outside expert speaker leading full CPD day in October focussing on developing starter activities that do not take planning time but are effective, and how to get build resilience in pupils.	DL	JVW	October Half term	These are areas identified for improvement through QA events this academic year.	£	DL to oversee	
Increase learning walks to 2 per week.	DL	JVW	September	Staff have asked for greater SLT presence, helps SSLT to understand a typical lesson/day across the school.	N/A	DL to oversee.	
All new teachers, including NQT's to be observed by the Headteacher within the first half term of the new school year.	FH/DL/Hods	JVW	October Half term	Ensure that all teachers understand the expectations of the school in relation to teaching and learning and are teaching at the expected standard.	N/A	FH to feedback to DL following each observation.	
Teachers PMR to include a specific T&L target. This must be based on their own and their line managers evaluations of their current teaching.	DL	JVW	October Half term	Raise the profile of teaching and learning across the school. Link Tand L to PMR.	N/A	DL to evaluate all PMR targets.	
Build resilience in learners implementing the training by Jim Smith and developing a 'stuck menu' across the school.	DL	JVW	Christmas	Build pupils resilience ensuring they understand what they can do when they get stuck and therefore become more effective independent learners.	N/A	Department monitoring cycle, learning walks, marking walks, QA days.	
Audit the quality of displays throughout the school following the open evenings. Plan for time within the year for departments to ensure every room under their care has inspirational, positive learning spaces. Use leadership forum to share good practice across departments.	DL	JVW	Summer Term	Improve learning spaces to ensure they are positive places for pupils to flourish.	Some cost in terms of display material.	Department monitoring cycle, learning walks, marking walks, QA days.	

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<b>Ensure pupils are using feedback effectively to make outstanding gains in their learning over time.</b>							<b>100% teachers to be graded as at least 2 for quality of marking and feedback within monitoring scrutiny. Pupils books to be well presented and show improvements in their work based on the marking.</b>
Introduce new marking and feedback policy which seeks to ensure pupils are fully aware of what they need to do to improve. Removal of grades from marking to help pupils focus on feedback rather than grading's.	DL	JVW	September	Research shows that when pupils focus on feedback over grades they make greater gains in their learning.	N/A	Department monitoring cycle, learning walks, marking walks, SLT termly work scrutiny - pupil focus.	
Blue feedback sheets consistently used across the school utilising PLC's to greater enhance pupils understanding of how to improve.	RT/DL	JVW	October half term	Research shows that when pupils focus on feedback over grades they make greater gains in their learning.	N/A	Department monitoring cycle, learning walks, marking walks, SLT termly work scrutiny - pupil focus.	
Moderation of assessments for each assessment in each year. Exemplar work at different levels to be produced for every assessment so that each department is aware of how to assess pupils work accurately. Share marking with other schools locally to ensure teachers assessments are correct.	DL	JVW	October half term	This aims to ensure consistency of marking across the school and departments as well as supporting those staff who are inexperienced within subject areas. End of year grades should therefore be more accurate supporting pupils progress into the following year.	Photocopying from dept. budgets.	DL to ask for samples of work from all HoDs at the Leadership forum after half term.	
Introduce termly SLT work scrutiny, selecting individual students from particular year groups.	DL	JVW	Autumn Term	Ensure that SLT are aware of where there is good practice and where practice needs improving and the impact it is having on pupils progress.	N/A	Feedback to staff where issues are arising.	
<b>Improve pupils literacy</b>							<b>Improvement in pupils literacy skills will have a direct impact on outcomes at GCSE and A Level with grades awarded.</b>

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New marking and feedback policy ensures SPAG marking is focussed on consistently with pink highlighter and addressed by the pupils.	DL/ Literacy team	JVW	October half term	Research shows that teacher correcting mistakes has little impact on improving mistakes. Greatest improvements have been seen when pupils address errors themselves.	Highlighter pens for departments - £..... from curriculum budget.	Department monitoring cycle, learning walks, marking walks, SLT termly work scrutiny - pupil focus.	
SPAG % for all assessments across the school .	DL	JVW	October half term	To ensure pupils are prepared for the SPAG % at GCSE and A Level and keep SPAG high on pupils agenda.	N/A	Department monitoring cycle, learning walks, marking walks, SLT termly work scrutiny - pupil focus.	
Introduction of new Literacy team; action plan to be put in place in September building upon previous developments in literacy across the curriculum.	DL	JVW	September	Plan for whole school literacy programme in place that moves the school forwards and ensures that pupils are improving in their spelling punctuation and grammar across the school.	Initial photocopying budget of £300		
Literacy and numeracy programme to be put in place with the form period.	DL	JVW	October Half term	Ensure pupils are getting a diet of literacy and numeracy every week and therefore improve as a result.	Photocopying from curriculum budgets.	Monitored by HoH on a regular basis.	
Employ primary specialist - Morning RWI sessions to start at 08:20 for pupils in Year 7 and 8 falling behind the required standard for reading. Only stop attending when they have caught up.	DL/JH	SJ	September	Having trialled this in the summer term '16 we noted some extremely high levels of progress being made by pupils who attended these sessions.	2 hours of time given during the school day to the member of staff running the sessions. Breakfast cost for pupils £..... and materials costing £.....	Monitored every 3-4 weeks through AR testing; those who improve sufficiently are removed from the programme.	100% pupils attending the session to achieve a reading age of 10 by the end of the academic year.
Fluidity of movement of pupils from Booster group to core curriculum. Nurture group to become booster groups so that pupils re-join the core curriculum as soon as possible and certainly before the end of Year 7.	DL/JH	SJ	After assessment 1	Greater rigour in ensuring pupils are making progress and intervention put in place where they are not so that our weakest pupils make the greatest gains in their learning and become secondary ready as soon as possible.	Cost of booster group teacher £.....		Pupils to make rapid progress, 80% of pupils to be at expected age by the end of year 7, 100% by the end of Year 8.



Personal Development, Behaviour and Welfare							
Key actions for Autumn Term	By Who	Governor link	By when	As a result...	Any finance implications?	Monitoring	Measurable impact ? How will success be judged?
<b>Review and adapt the schools Behaviour Policy in order to reduce instances of poor behaviour within the classroom and ensure all pupils can make gains in their learning.</b>							<b>Stakeholder's Assessments</b> , A subjective assessment from all stakeholders including staff, students, governors and parents. <b>Data Analysis</b> , Behaviour health checks will show that we are now challenging more examples of undesired behaviour and incidents of like for like for like behaviours are decreasing
New community service logging facility on behaviour watch. This will be a punishment for being caught with headphones or damage to school equipment or premises.	LM	SA	Sep-16	Initially more students being reprimanded for these offenses and then a reduction in the incidents of this nature	N/A	Half termly via Gemma in health check.	Reduction of incidents of pupils wearing headphones around the school and in between lessons.
The length of the seclusion school day is to be increased with a structured timetable for the day. Pupils will have set work while in seclusion from work packs available.	DM/ JR/ BT	SA	Sep-16	Less repeat offenders in Seclusion	N/A	Jerry Roos to continue the seclusion pupil and discuss data with DM every 6 weeks.	A decrease in repeat offenders in Seclusion to show impact of this sanction. Target of 25% reduction from 2016
Extreme behaviour logs will result in pupils being immediately removed from circulation by duty. HOH will make a decision whether one day is sufficient. Clear guidelines for these logs to be issued by DM. Clarification to staff on what constitutes extreme behaviour and or poor behaviour.	DM/ Duty	SA	Sep-16	Less repeat offenders in Seclusion	N/A	Half termly Health checks	A decrease in repeat offenders in Seclusion to show impact of this sanction. Target of 25% reduction from 2016
Staff who set homework detentions must chase up that this is completed in the detention either by going to the detention with the work or follow up reset of the detention.	DM	SA	Sep-16	Less low-level disruption in detention and less homework logs.	N/A	SLT to monitor in homework detention support. Discuss in SLT. Recognise good practice.	Reduce homework logs by 20% on 2016 totals
Altering the logging system for exclusions so that it is easier to analyse data particularly racist and bullying incidents.	LM	SA	Sep-16	Improved analysis and higher consistency when punishing these incidents	N/A	These aspects to be added to the half termly health check.	A better base from which to analyse data from
Increased duty rota covering form time with SLT walk rounds to hotspots and cover teachers. All cover lessons to be visited by the duty teacher.	SLT	SA	Sep-16	Reduction in low level disruption in form and cover lessons	N/A	JS to collect data on whether duty staff where present at the end of each day from the supply teacher.	Increase positive feedback by cover teachers regarding the behaviour of West Hatch pupils.

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Protocol for cover teachers to use when delivering lessons so that behaviour is tackled at these times. Assemblies with regards to expectations delivered.	DM	SA	Sep-16	Low-level being dealt with in cover lessons and an improvement in students attitudes in these lessons	N/A	DM to complete	Increase positive feedback by cover teachers regarding the behaviour of West Hatch pupils.
<b>Increase positive rewards and review current processes.</b>				Increase the importance and profile of logs resulting in a more proactive attitude from all students and promote a culture of independence and personal drive to raise aspirations		DM - Throughout the review process	To demonstrate that we are a 'listening school' and ever moving if appropriate. We have the best interests of our students at the forefront of our mind and are always willing to listen to all stakeholders
Use SIMS to log rewards. Training to be put in place for staff	DM	SA	Sep-16	Make it easier for staff to log and increase the amount issued	N/A		
Meet with student voice to review current rewards and new rewards that could be in place	EG	SA	Jan-17	Increase the importance and profile of logs resulting in a more proactive attitude from all students and promote a culture of independence and personal drive to raise aspirations	N/A		
Feedback to staff information from pupil review and allow staff to make suggestions.	EG/DM	SA	Jan-17	Increase the importance and profile of logs resulting in a more proactive attitude from all students and promote a culture of independence and personal drive to raise aspirations	N/A		
Meet with parent voice to get feedback from them following pupil review	DM	SA	Jan-17	Increase the importance and profile of logs resulting in a more proactive attitude from all students and promote a culture of independence and personal drive to raise aspirations	N/A		

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Develop new policy for rewards - Share initial document with link governor and then key stake holders. Ready to commence in 2017. Staff training to be planned for first day in September '17	DM	SA	Feb-17	Increase the importance and profile of logs resulting in a more proactive attitude from all students and promote a culture of independence and personal drive to raise aspirations	Unsure at this stage		
Raise profile of attendance rewards system	NB/DM	SA	Sep-17	Improve pupils attendance and as a result the progress they are making over time.	N/A		Increase the whole school attendance to 95.25%
<b>To improve pupils out of lesson behaviour and get staff taking a more proactive approach to challenging poor behaviour outside of lessons.</b>						DM - Ongoing throughout the year and Behaviour Health Checks	<b>Stakeholder's Assessments</b> , A subjective assessment from all stakeholders including staff, students, governors and parents. <b>Data Analysis</b> , Behaviour health checks will show that we are now challenging more examples of undesired behaviour and incidents of like for like for like behaviours are decreasing
Regular reminders to staff about using conduct slips.	DM	SA	All year	Increased amount of staff monitoring these behaviours and initially more slips being issued, then leading to a reduction in these incidents	N/A		20% reduction on conduct slips from 2016. Reduction in boisterous behaviour and litter around the school. Uniform and make up improved.
Transition duty drawn up by HOH and member staff reminded to make conduct slips a priority	HOH	SA	Sep-17	Increased amount of staff monitoring these behaviours and initially more slips being issued, then leading to a reduction in these incidents	N/A		
SLT to monitor transition duties	SLT	SA	All year	Increased amount of staff monitoring these behaviours and initially more slips being issued, then leading to a reduction in these incidents	N/A		
Increased SLT presence in corridors	SLT	SA	All year	Increased amount of staff monitoring these behaviours and initially more slips being issued, then leading to a reduction in these incidents	N/A		

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<b>Further improve parental engagement and develop the school as a community.</b>						FH/DM through the year	
Meet with parent voice to get feedback about how to engage parents more in tackling issues linked to behaviour e.g. social media	DM/FH	SA	Jul-17	We will have a holistic viewpoint when considering our policies and then whether to alter these at all	N/A	DM - Health check data	0 repeat offenses for bullying or racism throughout the year. Reduction in racist/bullying/homophobic incidences seen at each Health Check
More positive communication with parents organised to recognise hard working pupils. Award 3 special commendations and 3 recognised improvement awards per term.	HOH	SA	Jul-17	Raise the profile of students who are doing well and who have improved and encourage these behaviours to continue and emulated by other students as well	N/A		Increase attitudes to learning and in turn pupils progress. Pupils in KS3 to make progress at least in line with similar pupils nationally.
<b>Child Protection</b>						DM - Ongoing and throughout the year	Staff score highly on the Survey Monkey review
Complete survey monkey questionnaire wit staff each half term to check their understanding of key safeguarding issues. Follow up sessions to be delivered focussing on misconceptions.	DM	JH	Sep-16	Staff up to date with policy and understand what to look out for and when to share concerns.	N/A		Ensure pupils feel safe, monitored through pupil voice activities. And that staff know how to keep pupils safe in school.
Sessions delivered on key CP issues to students	Form tutors	JH	Dec-16	Students up to date with issues and feel able to approach staff should they have a concern or issue.	N/A		
New peer mentor system used to support pupils	SOD/AM/LC	JH	Jul-17	We will have another avenue to support vulnerable students.	N/A		
Assemblies that cover key CP concerns and British values	SLT	JH	Jul-17	Students up to date with issues and understand how to keep themselves safe.	N/A		
<b>House review</b>					N/A	DM - Throughout the review process	<b>Plan in place ready to commence in September 2017</b>
Meet with student voice to review current house system	EG	SA	Dec-16	Review the current form and pastoral structure for students and decide if it is still fit for purpose or whether changes need to be made	N/A		

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Feedback to staff information from pupil review and allow staff to make suggestions.	EG	SA	Jan-17	Review the current form and pastoral structure for students and decide if it is still fit for purpose or whether changes need to be made	N/A		
Meet with parent voice to get feedback from them following pupil review	DM	SA	Feb-17	Review the current form and pastoral structure for students and decide if it is still fit for purpose or whether changes need to be made	N/A		
Develop strategy for the pastoral team - Share initial document with link governor and then other stakeholders. Have a plan in place for September 2017 regarding the schools pastoral system.	DM	SA	Apr-17	Review the current form and pastoral structure for students and decide if it is still fit for purpose or whether changes need to be made	Unsure at this time		
SEF targets							
Continue to ensure pupils develop the values necessary to be successful in modern Britain.	SLT/HOH	JH	Jul-17	Students will display these values in and around school and incidences of times where students have not shown these values will be analysed on behaviour watch	N/A	DM - Health Check data, assemblies, drop down days and pupil reintegration meetings	0 repeat offenses for bullying or racism throughout the year. Reduction in racist/bullying/homophobic incidences seen at each Health Check
Continue to reduce FTE of FSM and EAL	DM	JH	Jul-17	We will have less FTE and in particular incidences of repeat offenders	N/A	DM - Health Check data, Raise online	Reduction in FTE of FSM from 17.7% 15.0%. FTE EAL from 7.8-5.
Further explore opportunities to develop esaftey, ensuring pupils know how to keep themselves safe online and how to use social media appropriately	DM/HOH	JH	Jul-17	Provision for this year includes, Communication with parents via information evenings and termly parentmail. Year 7, 8 9, 10, 11 drop down days and training. Booklets for all Year 7 parents and parental training for all Yr. 7s on the first day of term 2017	N/A	DM - Health check data	0 repeat offenses for esaftey throughout the year. A reduction in incidences of safety issues throughout the year
Ensure pupils attend school every day and that persistent absence is rare and dealt with effectively and efficiently, specifically attendance and PA for FSM pupils.	DM/NB	JH	Jul-17	Less PA for all pupils. Lees PA for FSM. Through a tightened up attendance policy	N/A	DM - Health Check, Raise online	PA all pupils from 5.8%-4.5%. PA for FSM from 9.7%-8.5%

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Impact positively upon the minority of the pupils who hinder others progress by regularly disrupting the learning environment	DM/HOH	JH	Jul-17	There is a clear framework for behaviour support options an provision is monitored and set on pupil by pupil basis. This will provide the strongest possible evidence base when deciding on the most suitable provision for the minority of pupils who hinder others progress	TBC	DM - Student strategy meetings with HOH	A review of the behaviour provision and in particular the post PSP steps

**Outcomes for Students**

Key actions for Autumn Term	By Who	Governor link	By when	As a result...	Any finance implications?	Monitoring	Measurable impact ? How will success be judged?
<b>Put in place a new Pupil Premium strategy, making pupil premium personal</b>							Pupil premium pupils P8 score target of 0.30, in line with other pupils in school.
To produce a Pupil Premium policy introducing the 'making PP personal' philosophy with all PP pupils being met to discuss their barriers to learning at school and home and the programmes the school will put in place to support them.	SL	JH	Sep-16	Greater formative impact on PP students work including intervention.	Yes	SL	All pupil premium pupils to be met by half term by their agreed mentor.
To explain the Pupil Premium policy to Leadership Forum.	SL	JH	Sep-16	Greater shared ownership of all PP progression issues. This will include intervention at KS5, Year 11, Year 10 and KS3 by nominated staff (see policy)	Yes	SL	Leadership Forum are clear about the approach. Pupil premium pupils P8 score target of 0.30, in line with other pupils in school.
To ensure pupil premium pupils achieve at least in line with other pupils from similar starting points in English and Maths.	All	JH	Jul-17	Reduce the identified gaps	No	Data Health Check following PC's 1-4.	English: LAP-68%, MAP-74%, HAP-79% Maths: LAP:50%, MAP-74%, HAP-82%
To ensure Pupil premium pupils attend school regularly. Changes made to or attendance policy, increasing the rigour with which pupils and parents are held to account. More rigorous approach to maintaining pupil data.	NB	JH/SJ	Sep-16	There is a measurable reduction from 2015/16 figures, the gap currently running at c.-3%.	Yes	Health check	Pupil premium attendance target 95% for 2017
For the most serious attendance issues, to ensure first day calling, parent meetings.	NB/HoH	JH/SJ	Sep-16	Enhanced contact facilitating the need to be in school or appropriate action.	Yes	Health check	Reduction in PP PA to 8% from 14% 2016
To ensure all pupil premium pupils are clearly known by their teachers and their tutors and that their progress is prioritised. In part this will be achieved via SIMS registration, PP mapping document, department and House booklet as well as the newly devised PP student progress document.	SLT/HoH/All staff	JH	Sep-16	HoD's/HoH's and the full pastoral team are involved in meeting with parents and PP pupils for issues such as behaviour and academic underperformance. Such interventions to be logged on to the PP mapping sheet.	No	HoD's/HoH's/KS5 RSL/KS4 RSL/Yr 10/KS3 Co-ordinator	Pupil premium pupils P8 score target of 0.30, in line with other pupils in school.
All teaching staff to receive a pupil premium target on their PMR documentation.	SLT/HOD	JH	October 1/2 term	Teachers to take responsibility for the progress of the individual groups of PP pupils within their own class'	N/A	DL to review at half term all targets.	Pupil premium pupils P8 score target of 0.30, in line with other pupils in school.
To develop PP students' participation in extra curricula activities.	All	JH	Jul-17	To develop pupil premium pupils' cultural capital.	Yes	PP mapping document.	Ensure every pupil premium pupil in the school accesses at least one extra curricular activity, trip or event over the course of the year.
To develop a PP entitlement fund; which stipulates the funding that may be available to PP parents.	LB/FH	JH	Sep-16	Departments are encouraged to target PP pupils and ensure that they are exposed to the full range of extra curricula opportunities available.	Yes	The number of students participating, logged via the PP mapping document.	Ensure pupils barriers to learning are reduced and in turn pupil progress is increased in all years.
To further develop the School's PP mapping and tracking sheet so that we form a comprehensive understanding of all activities provided and the impact that intervention is having.	SL	JH	October 2016, then following PC1 and PC3		No		Pupil premium pupils P8 score target of 0.30, in line with other pupils in school.

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To ensure that SIMS has the correct PP students placed onto it.	LB/Finance	JH	2nd week of September 2016		Yes, if not updated promptly and correctly	SL	
To ensure that all new/mid year entries, withdrawals are corrected processed	DB/Finance	JH	ongoing		Yes, if not updated promptly and correctly	LB	
To create a subject and a house booklet of PP students to include photos so that their profile is raised. Copies for Houses, Departments and the rest emailed.	SL	JH	Sep-16		No	SL	Pupil premium pupils P8 score target of 0.30, in line with other pupils in school.
Teaching staff to identify PP pupils on their seating plans for lesson observations/QA days	DL/HoD's	JH	Sep-16		No	DL, via observation/QA day process.	Pupil premium pupils P8 score target of 0.30, in line with other pupils in school.
To develop 12 PP case studies so that we can show the range of support certain pupils have received.	GT/SL/house and pastoral team	JH	Oct-16	Clear articulation of the impact that the School has had in developing such students' progression.	No	SL	
<b>Achievement related issues</b>							
Address concerns within key departments at GCSE of: BTEC ICT, Music and Science, Computing, Geography and Spanish. Economics, Business and Drama. Complete exams analysis meetings with Hods at the start of term. Meet these key Hods with the Headteacher before Christmas and Easter to ensure their improvement action plan is having a positive impact and interventions are working - seen via PPE results.	SL	NL	September, December, April		No		
To organise a year 7 Aspirations' Day. In order for this to work the following 4 pieces of data need to be collected:-	RT/SLT	JH	Oct/Nov 2016	Year 7 pupils placed onto correct pathway	Yes	SLT	Year 7's placed onto a correct pathway, but one where they achieve strong progression.
1. CATs	RM	NL	Sep-16	Data to be used, in part, to inform what pathway students are placed onto.	Yes	SL/DL/RT/AA/SH - is data useful in preparation for the Aspirations' Day?	Data to be used, in part, to inform what pathway students are placed onto.
2. Reading age	JD	NL	Sep-16	Data to be used, in part, to inform what pathway students are placed onto.	Yes	SL/DL/RT/AA/SH - is data useful in preparation for the Aspirations' Day?	Data to be used, in part, to inform what pathway students are placed onto.
3. English and Maths baseline tests	NG/AR	NL	Oct-16	Data to be used, in part, to inform what pathway students are placed onto.	No	SL/DL/RT/AA/SH - is data useful in preparation for the Aspirations' Day?	Data to be used, in part, to inform what pathway students are placed onto.
4. KS2 data	AA/SH	NL	Sep-16	Data to be used, in part, to inform what pathway students are placed onto.	No	SL/DL/RT/AA/SH - is data useful in preparation for the Aspirations' Day?	Data to be used, in part, to inform what pathway students are placed onto.
<b>Progress 8, reporting and analysis related issues</b>							
To develop a new flightpath plan for all students.	SL	NL	Sep-16	Clear mapping of students' progression	No	SL	How effective the flightpath has been, assessed at end of the academic year.
To modify the timings of progress checks.	SL	NL	Sep-16	Greater clarity of reporting plus reduction in staff workload	No	SL	whole school P8 target: 0.30
To develop a revised target process resulting from the flightpath process	SL	NL	Sep-16	a move away from teacher set targets.	No	SL	whole school P8 target: 0.30



Key actions for Autumn Term	By Who	Governor link	By when	As a result...	Any finance implications?	Monitoring	Measurable impact ? How will success be judged?
To revise the internal PPE exams' process	SL	NL	Oct-16	Earlier year 11 PPE's, earlier KS5 PPE's,	No	SL	Quicker responses to students and parents. Need to also consider the timings of end of year exams for years 7,8,9 and 10...are they required? AR
For 2016/17 only, to continue to set year 11 targets based on the 75%/35% expected progress principle.	SL	NL	Sep-16	keeps the year 11 process relevant.	No	SL	whole school P8 target: 0.30
To provide data in order to run IMPACT meetings for subjects predicting ALPs 7,8,9 and possibly 6 for the large volume areas. To also include subjects that achieved a low ALPs rating in August 2015.	SL	NL	Nov-16	Provision of intervention data for the sixth form team.	No	VS/SL	Target ALPS rating of 3 for A Level.
To develop IMPACT sheets so that we can also differentiate based on PP, external students and A*-B students	SL	NL	Nov-16	Enhanced differentiation.	No	VS	60% A*-B target
To ensure that the SIMS new reporting software "In-Touch", replaces the existing system, "Keep My Kids Safe".	LB/DL/Pett s	NL	Dec-16	Online progress checks delivered and stored.	Yes, but it is a replacement cost for an existing and expiring contract.	M Petts	This will mean that we can store progress checks and save money on printing, postage and time and enable parents to have on-line access.
Address issues relating to progress for Boys progress, particularly within maths at KS4 and English in KS3. SL to research improving boys achievement and create an action plan to address concerns.	SL	NL	By December '16	Improve the progress made by boys across the school but specifically in core.	N/A	SL through data health checks	Boys to make progress at least in line with all pupils nationally.
Address issues relating to progress for the progress of pupils with SEND. JH to reseaput in place an action plan to address concerns.	JH	SJ	By Oct half term	Ensure pupils with SEND are making progress at least in line with all pupils nationally.	N/A	JH through data health checks	Ensure pupils with SEND are making progress at least in line with all pupils nationally.

**Post 16 Programmes of Learning**

Key actions for Autumn Term	By Who	Governor link	By when	As a result...	Any finance implications?	Monitoring	Measurable impact ? How will success be judged?
<b>To raise performance and aspirations of students to achieve top grades</b>							
Monitoring quality first teaching at KS3-5	SLT	SW	Autumn Term	Quality teaching leading to improved results	N/a	VS/SLT/QA Days	Results 2017: A*-B 60%
Sharing best practice at KS5 Leadership Forum	VS/DS	SW	Autumn Term	Quality teaching leading to improved results	Teas/coffee/water at the KS5 Leadership Forum	VS/DS	Progress check data trackinghg/ Results 2017: A*-B 60%/staff feedback
Embed the specialist pathways and honours programme	Justine Williams	SW	Autumn/ Spring/ summer	Improved aspirations at the top end leading to improved results	Possible external speaker costs but hoping to use volunteers	VS/DS	Increased successful applications to uinversities/higher apprenticeships (above 70% the 2016 figure)
Explore Advancing Access and its use for tutor time to prepare students for Russel Group UCAS applications	GG/AS	SW	Autumn Term	Improved aspirations leading to improved results	N/a	VS/DS	Increased successful applications to uinversities/higher apprenticeships (above 70% the 2016 figure)
Increase opportunities for sixth form CPD for teachers in extending their top end.	VS/DS/SLT	SW	Autumn Term	Quality teaching leading to improved results	PIXL6 Conferences and subject specific courses	VS/DS	29% A*-A 2017
Destination wall of alumni with photos and university course or apprenticeship next to house boards	GG/GT	SW	Autumn Term	Improved aspirations and a culture of success cultivated	Photos printed / boards	VS/DS	Boards created - student feedback and dialogue/Increased successful applications to uinversities/higher apprenticeships (above 70% the 2016 figure)
Use assemblies with KS3 and 4 to promote exciting courses and career paths and entry requirements	GT/PP/JW	SW	Autumn/ Spring/ summer	Improved aspirations and a culture of success cultivated	N/a	VS/DS	Student feedback/dialogue/increased pupils on KS3/4 G+T programmes/Retention of top end students into 6th Form (70%)
More visits to universities for KS3/4 to raise aspirations and profile of sixth form	GT/GG/PP/JW	SW	Autumn/ Spring/ summer	Improved aspirations and a culture of success cultivated	cost of transport may have to be subsidised	VS/DS	Student feedback/dialogue/increased pupils on KS3/4 G+T programmes/Retention of top end students into 6th Form (70%)
Visits for staff to high achieving sixth form schools to share good practice.	VS/DS	SW	Autumn Term	Quality teaching leading to improved results	N/a	VS/DS	Progress check data/Results 2017: A*-B 60%/staff feedback

Key actions for Autumn Term	By Who	Governor link	By when	As a result...	Any finance implications?	Monitoring	Measurable impact ? How will success be judged?
Year 10 and 11 master classes wet appetites to see what year 12 are doing as part of their studies	PP/JW	SW		Quality teaching leading to improved results/improved 6th Form retention	N/a	VS/DS	Student feedback/dialogue/increased pupils on KS3/4 G+T programmes/Retention of top end students into 6th Form(70%)
Extend the outside speaker programme for sixth form assemblies to raise aspirations	AS	SW	Autumn Term/Spring Term	Improved aspirations and a culture of success cultivated	Possible external speaker costs but hoping to use volunteers	VS/DS	Improved aspirations and culture of success / student feedback
To improve female achievement in line with boys' outcomes - case studies/intervention	AS/DS/KM/VS	SW	Autumn Term	Improved performance from girls	n/a	VS/DS	Ofsted data dashboard figures to show VA as 0 not -0.10
<b>Creation of Individual Learning plans which formalises hours spent on curricular and enrichment activities; to maximise funding</b>	Susan/ Karen	SW	Autumn Term/Spring Term	More rigorous system for capturing information for funding	n/a	VS/DS	Correct SLASC data and funding
Ensure that ILPS are on gateway for easy access	Karen	SW	Autumn Term	Information available for all the 6th Form Team	n/a	VS/DS	Key preparation for Ofsted - individual tailored plans
<b>Formalising attendance procedures and behaviour expectations</b>	AS	SW	Autumn Term	Improved attendance statistics and behaviour for learning	n/a	VS/DS	Increase in attendance figures to 95% / fewer logs on behavioural watch / increased motivation
Change afternoon registration mark to coincide with period 4	Nicola Bendall	SW	Autumn Term	Improved attendance statistics	n/a	VS/DS	Better attendance figures 95% as a target
Period 6 home study will be a privilege that is earned	AS	SW	Autumn/ Spring Term	Improved motivation and responsibility for learning	na	VS/DS	Increase in attendance figures to 95% / fewer logs on behaviour watch / increased motivation
Tighter procedures to improve behaviour and attitude to learning. Punctuality/dress code/attendance to study periods and lessons/ homework completion/safeguarding (lanyard)	AS	SW	Autumn/ Spring Term	Improved motivation and responsibility for learning	na	VS/DS	Increase in attendance figures TO 95% / fewer logs on behaviour watch / increased motivation/better results
Explicit clarification of role of subject teacher/form tutor within new behaviour policy for sixth form	AS/VS	SW	Autumn Term	Improved communication and support for 6th Form behaviour from teachers	n/a	VS/DS	Clarification and support from staff/ Increase in attendance figures / fewer logs on behaviour watch / increased motivation/Results 2017 A*-B 60%
<b>Develop committed team of tutors who are confident in the specific skills required for working with sixth form students</b>							
Good use of tutor time to encompass the development of independent learning skills	AG/RT/AS	SW	Autumn/ Spring/ Summer Term	Improved aspirations and a culture of success cultivated	Printing and resources	AS/VS/DS	Improved aspirations and culture of success / student feedback/ Results A*-B 2017 60%

Key actions for Autumn Term	By Who	Governor link	By when	As a result...	Any finance implications?	Monitoring	Measurable impact ? How will success be judged?
Sharing best practice at 6th Form tutor meetings	AS/RT/AG	SW	Autumn/ Spring/ Summer Term	Improved aspirations and a culture of success cultivated	Printing and resources	VS/DS	Improved aspirations and culture of success / student feedback
<b>BTEC focus on T+L in BTECS, outcomes, student voice, progress with feedback to subjects.</b>	RT	SW	Autumn/ Spring term	Improved BTEC provision and maintain value added in light of new syllabi and exams	Printing and resources	VS/DS	BTEC results in line with 2016: A*-A = 62% and A*-B = 90% A*-C = 100%