**Standards and Performance Governor’s Committee January 2019**

**PP report:**

The focus in the Autumn term was reminding staff who the PP students were in their classes and raising awareness about how to find that data easily.

The changes in the Assessment System this year have meant that the data sets look different this year.

Data sheets have been issued designed to show departments the gap in Attitude to Learning and Progress Scores, and where the issue is within department – to then focus on working the child individually to raise assessment scores. Where the student is underachieving across the curriculum in both progress score and attitude to learning – they are discussed as an individual at the newly convened Progress Board, led by JMA and her newly appointed team of Progress Leaders, and mentors are appointed to work with the student and their parents to address the issues raised by the data and to set targets for improvement.

The new Progress Boards have just started this term, and therefore impact will not be known until the next measurement after half term.

**Interpretation of data Y7 - 10**

|  |  |  |
| --- | --- | --- |
| Average grade | Interpretation Attitude to learning (behaviour and organisation and PREP) | Interpretation Progress(scores on assessments)  |
| 1  | Consistently Below expectations | Poor progress |
| 2  | Occasionally Below Expectations | Below expected progress |
| 3  | Meeting expectations | Expected progress |
| 4 | Exceeding expectations | Exceeding Expected progress |

**Y7**

**Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| Average grade | PP | NON PP | GAP |
| Attitude to learning | 2.94 | 3.06 | - 0.12 |
| Progress  | 2.83 | 3.05 | - 0.22 |

**Interventions:**

Club 100 – catch up

Y7 PP profiling sheets released to all staff – awareness raising

Spring term – Progress Board - Progress and Attitude to Learning

Uniform and equipment – inclusion

Workshop study skills – transition

Curriculum trip – inclusion

Transport support – inclusion

One to one tuition – post looked after children – closing the gap.

**Y8**

**Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| Average grade | PP | NON PP | GAP |
| Attitude to learning | 2.85 | 3.03 | - 0.18 |
| Progress  | 2.57 | 2.84 | - 0.17 |

**Interventions:**

Spring term – Progress Board - Progress and Attitude to Learning – 5/ 21 students identified as PP

Spring term – infographic released to all staff – awareness raising.

Uniform and equipment – inclusion

Curriculum trip – inclusion

One to one tuition – (LAC) – closing the gap.

**Y9**

**Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| Average grade | PP | NON PP | GAP |
| Attitude to learning | 2.90 | 3.06 | - 0.16 |
| Progress  | 2.56 | 2.78 | - 0.22 |

**Interventions:**

Spring term – Progress Board - Progress and Attitude to Learning

Uniform and equipment – inclusion

Curriculum trip – inclusion

Transport support – inclusion

Music lessons - enrichment

**KS3:**

Gap is currently statistically small – but individuals can be picked out and worked with – both at department level, and where underachieving across 3 subjects via the new Progress Boards.

Forensic focus on students who are underachieving and allocation of students to individual mentoring based on scores and designation led by the Progress Leaders via Progress Board.

e.g. Y8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student | Gender | SEN | PP | GaA | Mentor  |
| MH | M |  |  |  | CDY |
| BH | M | K | Y |  | JRI |
| FG | F |  |  |  | CDY |
| AC | M | K |  |  | XVE |
| GL | M | K |  |  |  ATA |
| HJ | M |  |  |  | CDY |
| JB | M | K |  |  | SEN |
| MA | M | K |  |  | JRI |
| SH | M | K | Y |  | JCO |
| SJ | M | K |  |  | SEN |
| SJk | M |  |  |  | CDY |
| SC | M |  |  |  | CDY |
| UJ | M |  | Y |  |  MHO |
| BF | M |  |  |  | CDY |
| DB | M | E |  | Y |  MFL |
| GN | F | K | Y |  | JCO |
| GG | M |  |  |  | CDY |
|  MC | M |  | Y |  | MHO |
| PJ | F |  |  |  | CDY |
| ST | M |  |  |  | CDY |

**KS4**

**Y10**

**Data:** data is not yet avaible since the assessment process changed very recently. However, students have been discussed at The Progress Board and the 3/15 students identified by staff as underachieving currently in 3 or more subjects have been allocated mentors, and will have been interviewed at the invitation only parents evening in an attempt to work with parents and students to improve their outlook and their grades. This will be reviewed after February half term.

**Interventions:**

Spring term Progress Board – Progress and Attitude to Learning

Revision books – attainment & progress

Small group tuition - achievement

Asdan - achievement

Curriculum trip – inclusion

Music lessons – enrichment

Transport support – inclusion

One to One tuition – LAC and Oasis students – closing the gap and catch up respectively

**Y11**

**Data: - based purely on mock exam results**

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure**  | **Non PP** | **PP** | **Gap** |
| **Attainment8** | 43.3 | 33.5 | -9.8 |
| **Progress8** | -0.51 | -0.88 | -0.37 |
| **%9-5EnMa** | 23 | 15 | -8 |
| **%9-4enMa** | 52 | 30 | -22 |

**Interventions:**

#beprepared – attainment & progress & motivation

VT tutors – One to one tuition – catch up and closing the gap.

Revision books – attainment & progress

Transport support – inclusion

Music lessons – enrichment

Uniform and equipment – (new LAC) – inclusion

**KS4:**

Gap is smaller than usual for attainment and larger than usual for progress – but these results are based on the Y11 mock exams only. This is the first time we have measured the Y11 cohort on this approach only. Overtime we expect to see the gap closing IF the students are responding to the requirements of PREP and really understand how important the mocks are. This attitude will clearly be picked up via the Y7 – Y10 measurements, and therefore sorted out prior to Y11. As always we expect 1 – 2 grades improvement between now and the actual exams – but this will be across the board if left as is. Therefore, the new initiative run by JMA and XGD #beprepared (a series of after school sessions with selected students working on targeted PREP areas) also involves MHO targeting a number of selected PP students to try and close the gaps and to raise P8 scores all round. In addition VT tutors are having one to one lessons in either English or Maths and to date all the students they have worked with have either shown improvement, or if not have been taken off the programme. A great many revision books, workbooks and revision equipment have been provided to PP students on request by the department – this is taking away barriers to achievement.