



Strategic Development Planning Framework 2017-2020

Department Action Plan 2019 – 2020

Department: PPR Head of Department / House: All ELT/ PPR champions SLT Link T O'HALLORAN
Date: Oct 2019

Strategic Development Planning Framework 2017 – 2020

Priority	CULTURE, ETHOS & SAFEGUARDING
CES 1:	Maximise participation and contribution to school life to enhance lifelong emotional, social and moral health and wellbeing
CES 2:	Optimise positive behaviours of staff and students to increase learning time, maximise scholarship and promote a culture of celebration and achievement
CES 3:	Deliver an outstanding personal development curriculum to promote leadership at all levels and secure students' physical and nutritional health and wellbeing
	STANDARDS PROGRESS & ACHIEVEMENT
SPA 1:	To improve the consistency and quality of teaching to secure a positive progress 8 score: <ul style="list-style-type: none"> To ensure that the marking policy is consistently applied across all curriculum areas to support the progress of all students. To ensure students receive high quality and regular feedback (verbal and or written), which maximises their progress
SPA 2:	To ensure that students of <u>all abilities</u> are given the opportunity to excel and exceed regardless of their starting points through an inspirational and organic approach to teaching
SPA 3:	To develop student's literacy and numeracy skills to remove barriers to learning at all key stages
SPA 4:	To diminish the difference in both <u>progress</u> and <u>attainment</u> between vulnerable groups (PPR and SEND) of students and their peers through the delivery of equitable experiences

SPA 1: To improve the consistency and quality of teaching to secure a positive progress 8 score

Targets Targets MUST be SMART: Specific, Measurable, Achievable, Realistic and Timed. They should also be ASPIRATIONAL.	Action - How will it be done Identify the SPECIFIC action(s) required that will lead to the delivery of this target:	Training Plan Identify a training plan as necessary to empower particular staff to deliver this target within the department	Predicted Impact State the overall expected impact of delivering this target – ask yourself, SO WHAT?	Leader Identify the leader for each element	Evaluation: How will you evaluate whether and how well it has been achieved?	Dates Start & finish
Diminish the difference for KS4 PPR students in 2020 examinations	Quality assurance of teaching and learning across the curriculum through the QAF process. Tracking and monitoring of PPR students through a tiered intervention system Students will complete Scholars programme	CPD session for staff on EEF strategies, effective interventions to use with PPR students Sharing of tiered interventions with staff. Implementation of plan do review to improve TO/ LM train up to lead on scholars programme	Evidence of EEF strategies being implemented in classrooms Targeted intervention at individual pupil level Impact report on progress	TO/ HODS/ PN/ CT Leadership at all tiered levels TO/LM	QAF book looks and learning walks will show positive progress for PPR students Reduction of PPR pupils on higher tiers throughout the year as a result of targeted intervention End of year review	Sept 2019- August 2020 On going - review half termly and end of year August 2020
To improve the consistency between buckets in PPR progress	Track PPR each half term and identify targets through RAP process in core subjects/ Open Bucket/ Ebacc bucket- CPD for departments to support pupil premium progress. Appraisal research targets focused on PPR gaps in subject areas Department development plans identifying actions for the year ahead to minimize the gaps Sharing good practice- areas of success with PPR pupils (diminishing the difference)	Staff awareness on intelligent use of data/ tiered intervention for RAP meetings to assess current performance & ways to address gaps Staff to identify training needs in development plan/ CPD requests CPD session to share department PPR strategies 'golden nuggets' Visits to similar contexts who have diminished the difference	More consistency in progress across the buckets Department self awareness of their current situation and areas to improve Diminishing the difference Outward facing, collaborative network to raise standards	ELT/ TO ALL STAFF	CAW data entry GCSE examination results DSEF Development plans Appraisal targets	September 2019- August 2020

To raise attainment and increase the % of PPR students on/ above target at KS3	Tracking of pupils termly through CAW data input and RAP 3 meetings	Staff awareness on intelligent use of data/ tiered intervention for RAP meetings to assess current performance & ways to address gaps	Knowledge of pupil data	ELT	CAW data	Half termly
	Tiered interventions to support pupil progress		Improved outcomes		Tiered intervention information	HT6 end of KS3 data
	Targeted enrichment / intervention for PPR students to improve attainment	Staff training on use of PPR funding/ interventions to support pupils	Improved knowledge of bespoke interventions	PN/ TO/ CT External training providers		
	PPR students to complete scholars programme KS3	Train LM to lead scholars programme	Improved BAPS for PPR pupils who took part	LM	Scholars impact report	Summer 2020

SPA 2: To ensure that students of all abilities are given the opportunity to excel and exceed regardless of their starting points through an inspirational and organic approach to teaching

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To identify individual learning needs of PPR students in the classroom of all abilities (High, Mid, Low)	<p>Complete 360 profile for every PPR pupil in school</p> <p>To share T&L strategies to support the low/ mid/ high ability pupils for quality first teaching</p> <p>CAT testing of all pupils- data shared with staff</p> <p>Transition data shared with staff</p> <p>Curriculum reviews- Reflect on how the curriculum is meeting the needs of different types of PPR pupils (Implementation element)</p>	<p>TO will work with PN/ CT to complete these- meet pupils to do this on going throughout the year</p> <p>CPD sessions- Monday evening- Plan in sessions with TE</p> <p>Review curriculum plans in meetings with TE/SS/ HODs</p>	<p>improved knowledge of PPR student needs</p> <p>Enhanced knowledge of how to differentiate for PPR pupils</p> <p>Reflective practice on curriculum model</p>	<p>TO/ PN/CT</p> <p>TE/ PN/ CT/ TO</p> <p>HODs/ ELT</p>	<p>Improved outcomes for PPR pupils based on better knowledge of them</p> <p>Strategies implemented- seen in QAF</p> <p>Curriculum modified- enables progress</p>	<p>On going 2019/20</p>

<p>To provide PPR students with additional tiered support where required to enhance their classroom experiences</p>	<p>Ensure PPR students access SEND/ Pastoral provisions in place</p> <p>Share 360 profiles with staff- ensure the EHCP is updated in line with pupil information</p> <p>Identify need for academic mentoring & plan do reviews/ academic panel actions/ HWB panel actions</p>	<p>Communicate with SEND/ safeguarding team regularly on PPR pupil progress</p> <p>Work alongside faculties to support students (AH/HLA/ SP/)</p>	<p>Improved progress attendance, behaviour for vulnerable PPR students</p>	<p>SEND team</p> <p>Pastoral team</p> <p>DSA</p>	<p>CAW data</p> <p>Behaviour/ work ethic</p> <p>Attendance</p>	<p>On going</p>
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SPA 3: To develop student's literacy and numeracy skills to remove barriers to learning at all key stages

<p>Targets Targets MUST be SMART: Specific, Measurable, Achievable, Realistic and Timed. They should also be ASPIRATIONAL.</p>	<p>Action Identify the SPECIFIC action(s) required that will lead to the delivery of this target:</p>	<p>Training Plan Identify a training plan as necessary to empower particular staff to deliver this target within the department</p>	<p>Predicted Impact State the overall expected impact of delivering this target – ask yourself, SO WHAT?</p>	<p>Leader Identify the leader for each element</p>	<p>Evaluation: How will you evaluate whether and how well it has been achieved?</p>	<p>Dates Start & finish & cost</p>
<p>To ensure that literacy and numeracy skills of PPR students are fully supported through a tiered approach</p>	<p>Ensure there is a numeracy & literacy strategy in place to support pupil premium students with these skills throughout the tiers</p> <p>Conduct curriculum reviews to quality assure literacy and numeracy strategies are embedded within the curriculum plans- look at this in practice through QAF- what is going on at tier 2</p> <p>Enhance library use by PPR students- build a strategy for PPR library use</p> <p>Intelligent use of reading age data & reading strategies to support PPR pupils (DEAR Time, accelerated reader)</p>	<p>Literacy coordinator to share strategies with staff to raise profile of skills</p> <p>ELT to implement subject specific numeracy and literacy strategies</p> <p>My maths SAM learning GCSE POD</p>	<p>Improved literacy and numeracy skills evident - progress in examination results</p>	<p>Literacy and numeracy coordinator?</p> <p>HOD of Maths?</p>	<p>Audit of literacy and numeracy skills in the curriculum</p> <p>Pupil voice</p> <p>SEF</p> <p>QAF</p> <p>Development plan</p> <p>Outcomes for students</p>	<p>On going 2019/20</p>

	Department development plan focus on literacy and numeracy - tier 1&2 strategies in the classroom and curriculum Exam literacy session delivered to improve access to exam style questions for Y11 pupils					
To ensure there is a progression plan for catch up premium students to exceed and excel	Track and monitor catch up premium students throughout their academic career to diminish difference To ensure appropriate spend has been provided for catch up premium students Summer intervention programme Year 6-7 in place	Meet with PD/ JH/ TE/ DT to discuss strategy for catch up premium students Meet with MA to set up tracking group for catch up students	Diminish the difference for catch up pupils over their time at FGS	SLT TO	Catch up premium data Outcomes for students KS3/4	On going

CES 1: Maximise participation and contribution to school life to enhance lifelong emotional, social and moral health and wellbeing

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To increase the numbers of PPR students participating in extra and supra curricular provision	Review SIMS activities data Department targeted actions to secure PPR pupils at enrichment/ clubs/ extra/ supra activities Scholars programme- PPR exclusive (12 pupils) TAG champion - to develop supra curricular programme - involve PPR students in this PPR champion to track engagement TAG champion to develop TAG identification and pathways	CH to share SIMS activities data Departments to understand importance of engagement for PPR pupils Train LM on scholars programme Work with TAG champions- ensure PPR students are engaged with supra/ extra curricular	Improved engagements with enrichment/ extra curricular activities	TAG champions PPR champions	SIMS activities audit	Sept 2019 on going

<p>To ensure there is a well developed career provision for PPR pupils</p>	<p>Ensure there is an additional career provision in place for PPR students (Connexions/ advice/ future proofing/)</p> <p>Embed NEET programme for PPR students who are not engaged and at risk of becoming NEET</p>	<p>Work with IBA and PC to develop provision for PPR pupils</p> <p>TO</p>	<p>Pupils are focused and have a plan for their future</p> <p>Aspirational target setting / future proofing</p>	<p>TO/ PC/ IBA/ Careers advisor</p>	<p>Destinations data from connexions</p> <p>Pupil voice</p> <p>Evaluations</p>	<p>Sept 2019</p> <p>On going</p>
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CES 2: Optimise positive behaviours of staff and students to increase learning time, maximise scholarship and promote a culture of celebration and achievement

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<p>To improve work ethic of PPR students in lessons</p>	<p>Tracking of PPR work ethic half termly</p> <p>Praise and rewards for good work ethic</p> <p>Department celebration of PPR students with good work ethic</p> <p>Interventions through tiers for poor work ethic</p> <p>360 reviews to establish full picture</p>	<p>Work alongside DSA MA PN CT to ensure we track PPR data</p> <p>Identify strategy to reward PPR for good work ethic</p> <p>Systems in place to acknowledge achievements of pupils</p> <p>Sharing of information with staff</p>	<p>Improved work ethic of PPR students to improve progress</p>	<p>DSA TO PPR CHAMPIONS</p>	<p>CAW data work ethic</p>	<p>On going</p>
<p>To improve PPR attendance/ behaviour figures enable students to succeed</p>	<p>Tracking of PPR attendance and behaviour half termly</p> <p>Praise and rewards for positives</p> <p>Interventions through tiers for poor behaviour and attendance</p>	<p>DSA tracking of pupils by house filter out PPR information .Work alongside DSA MA PN CT to ensure we track PPR data</p> <p>Identify strategy to reward PPR for good work ethic. Systems in</p>	<p>Improved attendance and behaviour figures for PPR students</p>	<p>DSA TO PPR CHAMPIONS</p>	<p>Behaviour stats by house</p> <p>Attendance data</p>	<p>On going</p>

	360 reviews to gain full picture of pupil	place to acknowledge achievements of pupils Sharing of information with staff				
CES 3: Deliver an outstanding personal development curriculum to promote leadership at all levels and secure students' physical and nutritional health and wellbeing						
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To provide holistic care through the pathways to success for PPR students to thrive at school	Uniform support & resource support PPR spend allocation- department request forms to be completed Residential trips support to improve cultural capital Duke of Edinburgh (Bronze, Silver) Outward Bound residential Tiered supported based on needs identified through system	Collate information on provision for PPR students through finance Ensure staff know how to access forms/make requests- remind them of the requests they can make Track and monitor PPR engagement with such activities	Improved (BAPS) for PPR students in school	Finance department TO ELT SLT	Uptake of resources Attendance Progress data	On going 2019/20
To provide mentoring for PPR pupils who are not making expected progress in the tiered approach	360 meeting to take place with every PPR student Form tutor mentoring at tier 1 HOD mentoring plan do review at tier 2 Champion mentoring with SLT tier 3	TO to work with PN/ CT to complete interviews TO to share information about tiered mentoring of PP pupils with staff	Improved outcomes Reduction in PPR pupils in tiers	TO ELT SLT Classroom teachers	CAW data Attendance data Behaviour points	On going 2019/20

	Breakfast club- Informal mentoring weekly Lunchtime mentoring club established for PPR pupils- roll through year groups- invitation	TO to share structured mentoring questions with staff		PPR champions	Achievement points	
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