



# STRATEGIC PLAN

2016 – 2019

(Academic Year 2016-2017)

DATE

September 2016

Version

3



Prince's Trust



INVESTOR CAREERS



INVESTORS IN PEOPLE | Gold



SSAT Educational Outcomes Award 2014



## **Outstanding**

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.

*Grade Descriptors for Overall Effectiveness:  
School Inspection Handbook, September 2016*

September 2016

The purpose of this booklet is to outline the strategic direction of Northumberland Park School for the next 3 years.

This plan needs to be read in conjunction with the School Development Plan and School Self-Evaluation Form (SEF).

The Governing Body will review the progress of the plan at their half termly meetings.

A handwritten signature in black ink, appearing to read 'M. Duncan', with a long horizontal flourish extending to the right.

Monica Duncan  
Headteacher

## NATIONAL CONTEXT

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*'The momentous decision our country reached on 23 June has upturned so many old certainties and transformed the terms of our national debates almost overnight. And as the shock waves continue to reverberate, few would doubt that one of the critical questions we face will be how we equip our young people with the skills the UK needs to survive and prosper in a post-Brexit world.*

*Our future success and prosperity depends on us turning out many more confident and properly educated young people, who are work ready and have the technical literacy, numeracy and personal skills that our industry need.'*

*– Sir Michael Wilshaw, Baker Dearing Conference, July 2016*

We live in a rapidly moving world, the current economic crisis and Brexit vote has moved us into a new age of change management, which has further impacted across the public sector and further reduced government funding. The recent exit from Europe vote has put us into a situation where we cannot be confident as to how stable the British economy will be. The change of Prime Minister and Secretary of State for Education, has not yet given us a clear picture of their strategy for education. It is likely that the white paper 'Education For All' will remain the government's blue print for education. (Education For All – Summary, Appendix 4, Page 37 - 38)

Over the next few years, London being a truly global city will need to continue attracting firms from across the world to sustain its leading capital city role. London workers are better educated, better skilled, and enjoy higher incomes than those in other parts of the country. The jobs that have been and new jobs that will have to be created mainly demand high skills levels. Unskilled and semi-skilled jobs are set to continue to decline. Youth unemployment continues to rise rapidly.

Many in the North London communities we serve are excluded from this growth; often lacking the contacts, skills or knowledge to take advantage of the opportunities that exists. Our central task over the next 3 years is to provide the education and high quality learning experience to enable our communities to share in the prosperity of the London economy.

We need to see the next few years as a time of opportunity in which Northumberland Park Community School continues to flourish and grow. The school will build on and strengthen its links with business partners to ensure that our students have access to the leading companies in the City of London.

## HARINGEY CONTEXT

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Haringey contains eight wards that are in the top 5% in England in terms of deprivation. All are in the East of the borough where the School is located. Over 16% of students below the age of 16 are of refugee or asylum seeker status.

Haringey has an ethnic population four times the national average, predominantly residing in the East of the borough, with over 190 languages spoken in primary schools. Students eligible for free school meals make up a population that is more than double the national average.

### Children living in this area

- Approximately 58,200 children and young people under the age of 18 years live in Haringey. This is 22.5% of the total population in the area.
- Approximately 31.9% of the local authority's children are living in poverty.
- The proportion of children entitled to free school meals:
  - in primary schools is 26.4% (the national average is 18.1%)
  - in secondary schools is 32.6% (the national average is 15.1%).
- Children and young people from minority ethnic groups account for 70% of all children living in the area, compared with 21.5% in the country as a whole.
- The largest minority ethnic groups of children and young people in the area are White Other 29.2%, White British 18.7%, Black African 16.6% and Black Caribbean 9.2%.
- The proportion of children and young people with English as an additional language:
  - in primary schools is 54.2% (the national average is 18.1%)
  - in secondary schools is 47.7% (the national average is 13.6%).
- Haringey's Children and Young People's Plan 2013–2015 shows that:
  - 87% of children eligible for free school meals live in the east of the borough
  - 7,388 households have dependent children and no adults in employment (14.8% in Northumberland Park compared to 1.6% in Crouch End) (2011 Census ONS)
  - 72.6% of children living in poverty live in lone parent households
  - 10.4% of households are lone parents, with most living in Northumberland Park
  - 723 children are known to provide unpaid care to family members
  - 5,000 children and young people under 18 years old live in temporary accommodation (July 2013)
  - there are 11,445 households with children living in accommodation classified as overcrowded (2011 Census ONS).

*Source: 'Ofsted Local Authority Report', July 2014*

## HARINGEY'S VISION

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We will work together with schools and families to ensure that every child and young person in Haringey has the very best start in life. This means ensuring fair access to opportunity for high quality education and training and promoting the learning potential of all our children and young people. We want our schools and their Headteachers to see themselves as an integral part of a local system. They are system leaders, with a role in driving improvement across the borough.

**As a champion for children, parents and families,** we will encourage and enable parents, carers and corporate parents to debate about how well their aspirations for their children are met. Equally, we will seek their views on local need in terms of educational outcomes, access, inclusion and employability. This is especially important for the most vulnerable children and for the LA as corporate parent of children in care. This is why we are focusing on Early Years provision, post-16 and Early Help.

**As a champion of vulnerable children and young people,** we will maintain a strategic overview of admissions, special educational needs, inclusion and the educational progress of all children and young people.

Statutory guidance makes clear our responsibilities relating to maintained schools and the formal actions that should be taken where there are concerns. Our powers are limited to '*special educational needs and safeguarding in academies*'. These elements are **non-statutory**. LAs, however, have powers with respect to admissions.

**As a champion of educational excellence with all schools we will:**

- Hold schools, settings and providers to account for how well they serve all learners, particularly the most vulnerable;
- Maintain an overview of performance of all Haringey learners and ensure a dialogue with providers where there are concerns;
- Foster effective partnership with and between schools to promote improvement, utilising this as a source of high quality support; and
- Engage with partners in an influencing role that respects their autonomy and expertise, but intervening directly in schools or contacting the Secretary of State, DfE Regional Schools Commissioner or Ofsted where there are serious concerns.

### **'Building a Stronger Haringey Together'**

1. Every child and young person is able to attend a good or outstanding school or early years setting
2. To deliver £1 billion of inward investment into the borough
3. Increase average household earnings in Haringey to align with the London average by 2030 and to have made clear progress towards that goal by 2018
4. Ensure that people are able to have as much social contact as they like, reducing the number of people who feel isolated to less than 12% which is the current national average
5. Increase the number of people satisfied with the area as a place to live to more than 80% compared with the current national average of 75%

*Source: 'Building a Stronger Haringey Together', Corporate Plan 2015-2018*

## OUR CONTEXT

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Northumberland Park Community School (NPCS) is situated in the London Borough of Haringey. NPCS is an average sized, co-educational comprehensive school. The Northumberland Park ward, from which 30% of the school's roll is drawn, one of London's most deprived area with respect to child poverty (Government Office for London). Adjacent wards, in which a further 50% of our students live, have similar levels of deprivation. 428 (41.5%) of our students are known to live in over-crowded accommodation.

We are a specialist school in the Expressive Arts i.e. Art, Media and Music.

The school has 1028 students on roll, which includes 4 Looked After Children, 21.8% of the students with special educational needs, 2.9% with statement, and 24% who are students eligible to free school meals. 56% of the school cohort is eligible for Pupil Premium.

The school's ethnicity is made up of:

- African (excl. Somali) – 10.1%
- Asian – 7.2%
- British Isles White – 6.2%
- Caribbean – 8.7%
- Somali – 13.2%
- Turkish Speaking – 25.2%
- White European – 22.3%
- Other / Unknown – 7.2%

*(Data extracted from the School SIMS – September 2016)*

We are aspirational for our students and believe that our students can succeed at NPCS within our school ethos of high expectations, challenge and support. Our motto **“Motivate • Aspirer • Transform”** reflects the highest expectations of staff and the highest aspirations for all students. Northumberland Park Community School is an outward looking organisation, sharing good practice through national initiatives and consistently developing strong links with other schools, Russell Group universities, Mayor's Gold Club and organisations such as PiXL, Challenge Partners and SSAT.

The students of Northumberland Park have a high level of confidence in the schools' advice for post 16 and are able to make the best of the Information, Guidance and Carers/Work Related Learning opportunities provided for them. We are very proud of our consistent outstanding NEET figures. The target for the school is to have no unknown students and no more than two NEETs.

We welcome opportunities of collaboration and use these links to critically examine our own practice as well as benefitting from others expertise. The focused and determined drive on continuous improvement leads to ever-improving standards of teaching and when this is set alongside the holistic approach of the outstanding pastoral team, the result is an environment which promotes outstanding learning and achievement by all students. The school's family ethos ensures that SMSC is embedded deep within our culture.

The school has been awarded a number of awards in recognition of its work including Gold Cultural Diversity Quality Standard, the International School Award, Healthy Schools status, Well-Being and Investors in People Gold and Investors in Careers (IIC) in July 2015.

This is a good school. Our students make good progress from their different starting points because of our leadership priority in securing no less than good teaching, learning and assessment.

#### Headline Measures for 2016

Measure	Outcome
Progress 8	+0.45
Progress 8 PP	+0.41
Progress 8 L	+0.74
Progress 8 M	+0.35
Progress 8 U	-0.10
Progress 8 Girls	+0.65
Progress 8 Boys	+0.26
Attainment 8	4.32
Attainment 8 PP	4.55
Attainment 8 L	3.45
Attainment 8 M	4.93
Attainment 8 U	6.21
Attainment 8 Girls	4.54
Attainment 8 Boys	4.13
% A*-C EM	44
% A*-C EM PP	50
% A*-C EM L	19
% A*-C EM M	60
% A*-C EM U	92
% A*-C EM Girls	49
% A*-C EM Boys	40
% EBacc Entered	16
% EBacc Achieved	12

#### Special features of the school:

- NPCS is fully integrated with the secondary base of the Vale Special School for children with physical disabilities and complex needs which share the NPCS campus and buildings.
- NPCS works in partnership with a number of 16+ providers to support the school's KS4 curriculum offer to promote 14-19 progression. We prepare our students well for their future. We track our students' progression post 16.
- NPCS operates the largest school based community and adult learning programme in Haringey
- NPCS has an established Year 7 Saturday School, which extends the more able as well as those students who are not secondary ready.
- NPCS has a dedicated team that provides excellent Careers advice and guidance, as well as enabling an access to a wide range of, work related learning opportunities across all year groups.
- Our disadvantaged students frequently outperform our non-disadvantaged ones
- Over the past 3-years we have sent a minimum of six Year 11 students have secured Scholarships to Independent Schools for Post 16
- Excellent NEET figures year on year, no unknown students and no more than two NEET.



## OUR ORGANISATIONAL MISSION, VISION AND VALUES STATEMENTS

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### Our Mission

Motivate • Aspire • Transform

### Our Vision

We aim to challenge young people to achieve from any background, gender, race or levels of ability or disability. We will provide an outstanding education for the young people of the Northumberland Park community, and those who come to us from beyond, in order to transform their health and life chances. We will work with a range of stakeholders, partners and collaborators to be efficient in our use of resources to the benefit of our students. Our specialism enables students to become more interested and involved in the arts, both as part of the curriculum and as part of the extended school's programme. We will give the students of Northumberland Park Community School, the voice, skills and self-confidence to become lifelong learners who will make a difference to their community.

### Our Values

We value:

- our students, their potential contributions and aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the school community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

## OUR BEHAVIOURS

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We believe our school should:

**N**uture high aspirations and develop expectations and a great

**P**assion for learning through a

**C**urriculum that is inclusive, innovative and inspiring in a

**S**uccessful, supportive, safe environment which is

**NORTHUMBERLAND PARK COMMUNITY SCHOOL**



## KEY ASPIRATIONS 2016/2017 ON OUR JOURNEY TO OUTSTANDING

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1. Close the gap between A\*-C English and Maths with a higher proportion of students leaving with both English and Maths
2. To continue narrowing the attainment gap between all groups
3. Accelerate the rate of progress of our More Able and Talented students
4. Further embed marking and feedback to students
5. Achieve NACE Challenge Award
6. Governors to make a decision on the future status of the school

## **OUR ASPIRATIONS**

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Northumberland Park Community School demonstrates its shared vision and goals through being ambitious with high expectations for further success for our staff and students’.

### **Northumberland Park Community School demonstrates its shared vision and goals through:**

- being ambitious with high expectations for further success for our staff and students
- providing strong, purposeful leadership, demonstrated at all levels
- innovation and creativity amongst all staff and students that enables everyone to work collaboratively and focus on improvement
- leadership and professional development for all staff, empowering them to excel and participate in sound and innovative planning to move the school forward
- building a network of opportunities and partnerships for students to take on leadership responsibilities, both within and beyond the classroom
- good communication between all involved

### **Northumberland Park Community School will be a school where ‘Every Child Matters’ and provides learning experiences and opportunities for every learner to:**

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being
- Northumberland Park Community School will be a successful school where every learner will fulfil their potential, regardless of background, gender, race or levels of ability or disability.

### **Northumberland Park Community School will offer a high achieving learning community for all learners where:**

- the learning organisation is centred on students
- where every learner is literate, numerate, an independent learner and confident communicator
- the students will receive outstanding educational experiences
- clear targets are set for every individual to achieve his/her predicted and challenging attainment level
- lifelong learning is promoted for students, staff, parents, governors and the community
- a high quality curriculum offer focuses on raising attainment and is based on inclusive practises which promote leadership, team collaboration and thinking skills to enhance the development of each student and enable them to achieve excellence
- students develop enterprising skills to make the most of opportunities in the rapidly changing technology world

**Northumberland Park Community School will provide a positive culture and ethos of respect which will lead to:**

- a culture of continuous improvement and confidence to manage change
- an emotionally intelligent school environment
- creating a high expectation and success culture through which students and staff feel proud of their school
- the promotion of spiritual, moral, cultural and physical development of an intellectual student
- each member of the school community being respectful and considerate towards each other
- the recognition and celebration of achievement of each member of the school community
- the commitment and support of parents and the wider community
- all members of the school community developing resilience and chance to overcome challenges in our determination to succeed

**Northumberland Park Community School will offer a high quality learning environment:**

- which is of consistently good or outstanding quality in all areas, especially learning and teaching
- through a school building showcasing 'state of the art' technology and a positive learning environment
- through the design of the school building which provides support with: greater links with home; partner primary and secondary schools; community groups

**Northumberland Park Community School will continue to strive to maintain a good school reputation with:**

- a strong local and national profile for providing high quality education for all and evidence through receiving local and national awards
- an 'extended school' providing a range of opportunities for families, carers and members of the local community
- the Northumberland Park Community School website being the national route to create closer links with families and the broader community
- our performance indicators promoting rigorous school self-evaluation against which we sustain school improvement
- continuing to be over-subscribed and very popular with the community and further afield

**Northumberland Park Community School will be a school where:**

- every individual achieves his/her potential with a positive attitude to learning, the school and the community
- students and staff will want to come each day
- parents choose to send their children
- members of the community wish to take part in life-long learning experience
- governors are confident and actively involved
- it is at the heart of the wider community providing links for learning, sharing resources and employability
- it promotes and supports the regeneration of the area to increase employment opportunities and enhance the quality of life in the locality

## **STRATEGIC AIMS FOR 3 YEARS (2016 - 2019)**

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To move the school to a position of outstanding that provides and delivers an excellent experience for all who work and study at the school through:

- being a force for change by relentlessly pursuing success for our students
- running an outcomes-focused education that delivers qualifications, success and richness of experience and opportunity
- driving up quality in all that we do and become an oversubscribed school serving our local community
- innovating, implementing and reviewing new initiatives and the quality of teaching to continually raise achievement
- delivering high quality professional practice
- the school specialism as a key vehicle of communication and partnership with local and national organisations
- building strong and secure partnerships from the local, national and global community
- developing into an e-School, using technology to enhance every aspect of our students' experience

## STRATEGIC PRIORITY AREAS: 2016 – 2017

			SLT LEAD	LINK GOVERNOR
1.	Outcomes for Students	OfS	DSP/RLI/VWE	FM
2.	Leadership and Management	LM	MDU/CoG	MW
3.	Assessment for Learning	AfL	DSP/RLI/VWE	FM
4.	Quality of Teaching, Learning and Curriculum	TLC	RLI/NME/VWE	BF
5.	Behaviour for Learning, Personal Development and Welfare	BLPD	CRC	PD/LF
6.	Resources and Environment	RE	BST/YBI	JF
7.	Community Engagement and Partnerships	CEP	SLT	MW
8.	Good Governance	GG	MDU	MW/FM

Performance Appraisal (PA) objectives for all staff should be directly link to three or more of these strategic areas.

## 2. LEADERSHIP AND MANAGEMENT

(2016-2017 and consolidated by end of 2017-2018)

		WHO
LM 1	SLT/HoFs/HoDs demonstrate high quality leadership and management of their areas	MDU
LM 2	Expand Teaching and Learning coaching programme to tailor 'challenge and support' to continually monitor and improve the quality of teaching to consistently outstanding	RLI/EKE
LM 3	To ensure external CPD 2015-16 is disseminated and impacting on T &L in the classroom i.e. LILAC, CP, Prince Trust subject or targeted staff, to enhance the quality of all students' extended writing.	RLI/NME
LM 4	Achieve the NACE Challenge Award	VWE
LM 5	Well-being team development priorities: <ol style="list-style-type: none"> <li>1. To introduce the Haringey Health and Well Being Programme to NPCCS.</li> <li>2. To develop a Coaching Programme to help staff identify factors, which may inhibit their well-being and then develop a personalised coping strategies.</li> <li>3. To ensure the bi-annual staff well-being survey takes place in order to capture and review staff voice.</li> </ol>	DFE/BST

## 3. ASSESSMENT FOR LEARNING

(2016-2017 and consolidated by end of 2017-2018)

		WHO
AfL 1	Maintain robust intervention at KS3 to secure good and better progress for all students and groups and contribute to strong, continuous curriculum from Years 7-11.	VWE
AfL 2	Maintain robust intervention at KS4 to secure good progress for all students and groups.	RLI/CRC
AfL 3	Extend focused monitoring of student progress across KS3: <ul style="list-style-type: none"> <li>• Calendared RAP meetings for all subjects across KS3 which inform focused departmental monitoring</li> <li>• Use of consistent approach of DTT model across all subjects at KS3</li> </ul>	VWE
AfL 4	Increased monitoring of more able across both KS3 and KS4 to raise standards and improve the quality of teaching	VWE/MC
AfL 5	Progress Criteria are aspirational but not limited by minimum targets	



#### 4. QUALITY OF TEACHING, LEARNING AND CURRICULUM

(2016-2017 and consolidated by end of 2017-2018)

		WHO
TLC 1	To further raise the quality of teaching and learning to consistently good and or outstanding through students' work evidencing good+ 'progress over time' and outstanding dialogical marking	RLI/EKE
TLC 2	Meet the challenges of curriculum change at both key stages to ensure that the NPCS curriculum continues to improve students' attainment and meets the academic, cultural and personal needs of all students.	NME
TLC 3a/b	Providing a challenging curriculum and learning experience for the most able, that will accelerate their rate of progress	VWE
TLC 4a	Enhance acquisition of literacy skills through whole school approach to 'talk for writing', promotion of reading and developing oracy for all students.	NME
TLC 4b	Enhance acquisition of numeracy skills through whole school approach through maths curriculum and promoting of numeracy across the school activities, competitions and drop-down days.	RLI/JPA
TLC 5	Review and further develop EAL provision across the school	NME
TLC 6	Further embed SEN provision to meet requirements of SEN funding	NME
TLC 7	Establishment of a KS3 Intervention team	VWE

#### 5. BEHAVIOUR FOR LEARNING, PERSONAL DEVELOPMENT AND WELFARE

(2016-2017 and consolidated by end of 2017-2018)

		WHO
BLPD 1	Further embed effective strategies for teachers to challenge and change rare instances of low-level disruption (LLD) to ensure all students are actively engaged in lessons and their learning.	CRC
BLPD 2	Introduce and embed a House System for the whole school. To celebrate our culture of working together, diversity etc	CRC
BLPD 3	To further develop engagement with parents to ensure they are able to fully support and be involved in student progress outside of school and buy into our aspirations.	CRC

BLPD 4	To develop a drop down day – careers related event for all year groups 7 – 11	DLI
BLPD 5	To embed the NPCS Student Pledge	CRC/NTU
BLPD 6	Students, staff & families are aware of online dangers and online safety is prioritised	JBO/NHE
BLPD 7	To support students’ and families’ emotional well-being supporting the personal development of students and their families	CRC

## 6. RESOURCES AND ENVIRONMENT

(2016-2017 and consolidated by end of 2017-2018)

		WHO
RE 1	Review options to maximise the effectiveness of teaching and learning delivery and attract and retain the best staff and their implications in the context of future available resources	BST
RE 2	Review of support staffing and resources and ongoing development plan to deliver maximum efficiency and impact on standards in the context of future needs and funding	BST
RE 3	Review and develop partnerships that can maximise resources for capital development to provide a safe, positive learning environment	BST/RLI
RE 4	Review and develop a plan to maximise income and opportunities for external funding	BST
RE 5	To sharpen curriculum financial planning in light of national changes	BST/NME
RE 6	Improve the use of school software including use of email system amongst students to ensure their safety	JBO

## 7. COMMUNITY ENGAGEMENT/PARTNERSHIPS

(2016-2017 and consolidated by end of 2017-2018)

		WHO
CEP 1	Sustain our partnerships, engagement and outreach work with our bank of local and national programmes.	DLI
CEP 2	Generate a vision for a hub of educational excellence at the core of Tottenham regeneration and seek recognition by the LA, private development partner and the local community of having a central role in Tottenham regeneration by exploring	G. Body

## 8. GOOD GOVERNANCE

(2016-2017 and consolidated by end of 2017-2018)

		WHO
GG 1	Ensure Governors challenge the leadership to ensure excellent outcomes for all	RLI
GG 2	Align GB meeting aims to the school's strategic plan to deepen knowledge and understanding of their responsibilities.	MDU
GG 3	To make a decision on joining a multi-academy partnership and implement it	G. Body
GG 4	Achieve Governance, Leadership and Management (GLM) Quality Mark for School Governance	G. Body

## **CONCLUSION**

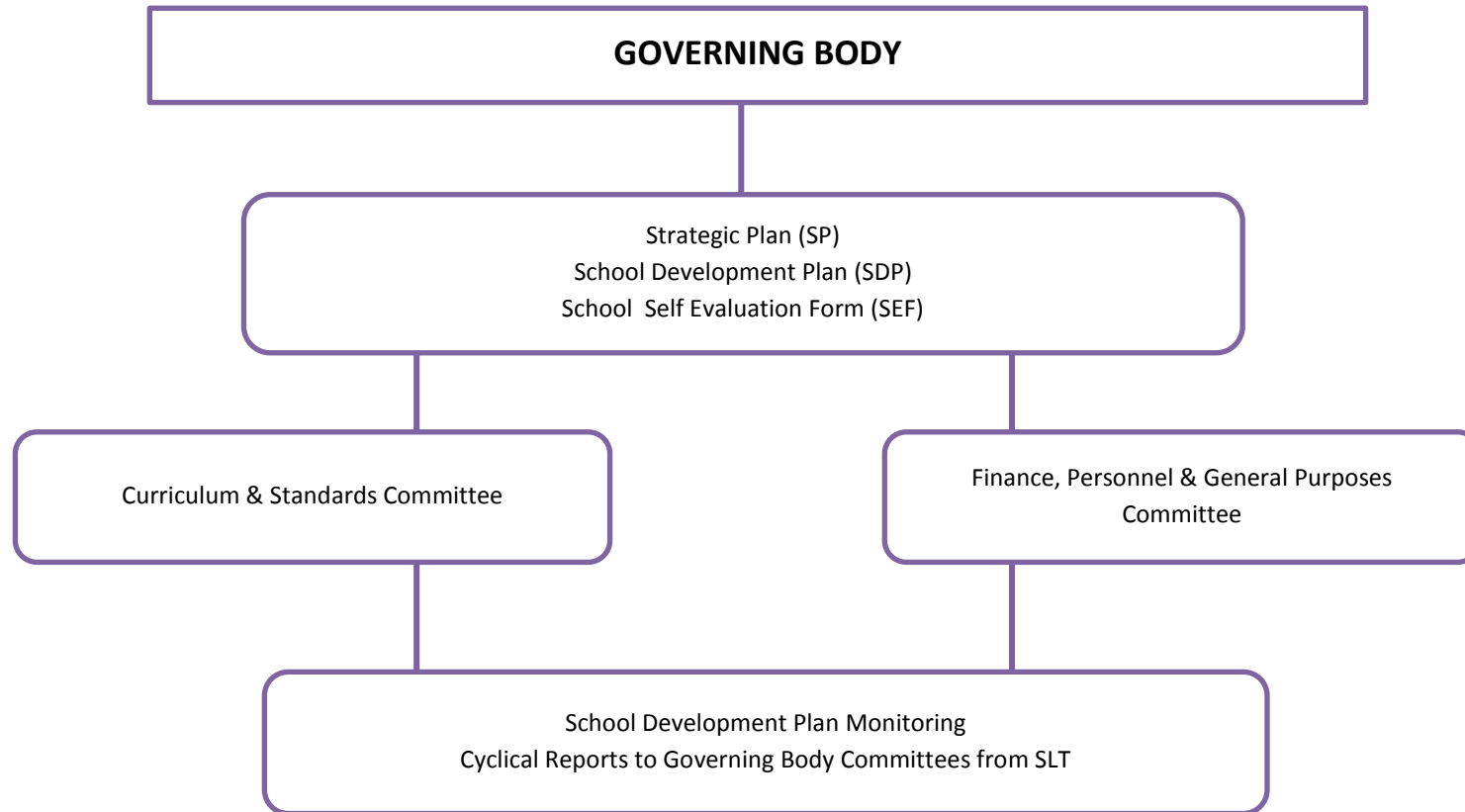
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Over the life of this plan, the school intends to achieve the strategic aims outlined on page 14 by delivering the objectives pages 16-19, whilst continuing our journey to become an 'outstanding' school. The school needs to be prepared for the challenging times ahead and remain committed to our mission of 'transforming life chances'.

### **Monitoring the Strategic Plan**

The Governing Body will monitor the plan through reports to its committees and the full board as detailed in the monitoring cycle in appendix 1.

DRAFT



The budget priority strategies are:

- A key focus on raising achievement to national levels and beyond
- Prioritising attainment in the core areas of English and maths
- Focusing on improving teaching and learning to good and outstanding prioritising areas of key weaknesses affecting attainment priorities
- Priority on further developing effective initiatives to raise baseline attainment in functional skills at KS3 which is the launch pad for embedding higher levels of attainment at key stage 4.
- Ensuring the school's curriculum and attainment adapts to guarantee the continued success of our students in the revised national expectations of less weight being given to vocational outcomes, and greater emphasis on linear testing and a breadth of "academic" subjects including humanities and languages.
- Increased differentiated resources to target support at students and student cohorts whose progress needs to be differentially accelerated including targeting of pupil premium resources. Improved resources to support the learning resources centre.
- Ensuring the school maintains a rounded educational experience for its students through promoting the expressive arts, sports and technology subjects within and beyond the curriculum and first class resources to provide them.
- Improving the health life style of our young people including further support to ensuring they are encouraged to have regular and healthy nutrition during the school day.
- Ensuring that our student's education is enriched throughout with opportunities which expand their experiences and opportunities beyond the school and school day and which raise their confidence and aspirations.
- Continue our commitment to avoid NEET students at 16+ by ensuring a strong programme of early intervention and differentiated support which guides and supports all students into effective education and or employment /training progression post 16.
- Continuing our community commitment by sustaining and growing our community programme, our links with primary and other local education providers.
- A thorough review of staffing and funding priorities is undertaken during the course of the year, so that the school can fundamentally reappraise its prioritisation of resources on the most effective strategies, bearing in mind that further budget reduction in future years is possible or likely, that personnel costs will rise without a likelihood of matched increases in the funding regime and the lack of scope for new initiatives.

## DISADVANTAGED STUDENTS REPORT AND ACTION PLAN 2016-2017

### BACKGROUND TO PUPIL PREMIUM GRANT

The Pupil Premium is a government grant which is allocated to schools based on the number of students on roll who are either: looked after children (LAC) , children of service personnel, children registered for free school meals or children who have been registered for free school meals within the last 6 years. The grant was introduced in 2011 and the amount allocated per student is:

Disadvantaged Students	Pupil Premium per students
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900

The purpose of the grant is to support schools in ensuring that children who may be disadvantaged achieve and attain in line with their peers. An enhanced Pupil Premium Plus was introduced in April 2014 for the following categories: LAC, children adopted from care, children that have left care under a Special Guardianship or Residence Order.

<http://www.suttontrust.com/researcharchive/subject-to-background>

### OUR RATIONALE

At Northumberland Park Community School, we have high aspirations and ambitions for all our students. We believe that no child should be left behind. We are proud of our improving academic standards at our school. We are determined to ensure that all our students are given every chance to realise their full potential through a programme of support delivered through and beyond the timetabled curriculum. The Pupil Premium Grant is welcomed to help the school achieve this aim. The School intends to continue to narrow the achievement gap between our disadvantaged students and other students - and to now, importantly, address the difference in attainment. Our rationale is informed by our own evaluative practice. As such, our allocation of the Pupil Premium grant is based on the evidence that students from socially disadvantaged backgrounds:

- benefit from enhanced access to opportunities for problem solving and developing creativity;

- achieve more as a result of effective, personalised feedback both in written and spoken form;
- benefit from smaller group size;
- need to develop mentoring programmes that develop confidence and positive character values
- achieve and attain as a result of personalised support rather than generalised strategy;
- take up enhanced provision, make progress and succeed when they are included, rather than explicitly identified as a group receiving support apart from their peers.

DRAFT



Key Priorities	What are the expected outcomes?
<ol style="list-style-type: none"> <li>The School is striving to be an “Outstanding School” – determined to create a positive culture in which everyone can reach their full potential</li> <li>To narrow the gaps between key groups in our school and reduce the barriers to success and achievement for specific disadvantaged groups, particularly PP, LAC and SEN</li> </ol>	<ol style="list-style-type: none"> <li>Access to a broad and balanced curriculum that supports the engagement and achievement of disadvantaged students</li> <li>Improved rates of at least good progress</li> <li>Raised levels of attainment that represent good and progress from their starting points</li> <li>Increase levels of participation in the enrichment and extended curriculum</li> </ol>

Allocation and Budget	
Amount Allocated 2015 – 2016	£567,078
Estimated Allocation 2016 – 2017	£548,845

2016 – 2017			
Year	Whole School	PP Students	Percentage PP Students
7	181	83	45.9%
8	210	122	58.1%
9	211	122	57.8%
10	213	110	51.6%
11	204	111	54.4%
<b>Total</b>	<b>1,019</b>	<b>548</b>	<b>58%</b>

1. Core provision within and across the school timetable		
Learning in the curriculum	Social, emotional and behavioural aspects of learning	Alternative learning pathways
<ul style="list-style-type: none"> <li>Option tutorials</li> <li>Smaller classes</li> <li>Additional subject specialist classes and sets</li> <li>Support teachers/ Teaching Assistants/ Partnership Teaching</li> <li>1-2-1 career interviews</li> <li>Learning outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Access to speech and language therapist sessions</li> <li>Mentoring</li> <li>Learning Mentors</li> <li>Restorative Centre</li> <li>Referral Room</li> <li>School Counsellor</li> <li>Student Support Centre</li> </ul>	<ul style="list-style-type: none"> <li>Education offsite</li> <li>Additional GCSE subject choices</li> <li>Foundation English, Maths and Science</li> <li>Other additional support such as targeted careers advice; EAL support; enrichment beyond the curriculum</li> <li>Other initiatives e.g. structured conversations, outreach, and external mentoring programmes.</li> </ul>

## **2. Enrichment provision: outside and beyond the school timetable**

- Aspiration and Challenge Programme
- A vast range of extra-curricular educational visits and activities (inc. Duke of Edinburgh, Springboard programme)
- Catch-up clubs and other teaching outside of class
- Support from large pastoral team, including tutors and co-tutors, Achievement Coordinators, Assistant Achievement Coordinators, Pastoral Assistants and Attendance Officer.
- Community Education programme
- Building 'character' programmes i.e. Lift, Reach Out, NPCS Student Pledge

## **3. Intervention provision: targeting under-achievement**

- Monitoring and evaluation of Pupil Premium student progress, attainment and well-being i.e. KS3 and KS4 Raising Attainment of Pupils (RAP) meetings and Student Support Panel (SSP)
- Supportive intervention, including:
  - progress interviews
  - subjects specific strategies
  - progress interviews: what are the pupil's needs and how are we meeting them?
  - subject specific strategies, according to areas of underachievement;
  - targeted and prompted enrichment provision according to individual needs and strengths;
  - active identification of need for additional provision

## **4. Additional provision: to meet specific needs if not already met by the above**

- Key Stage 3 small group tutorials in English and Maths.
- Holiday and weekend revision sessions in Key Stage 4.
- Instrumental lessons
- Homework club
- Academic mentoring / further one-to-one tutorials
- Performance Learning programme
- Act on Tutoring
- Scholarship programmes
- Holiday programmes i.e. Half-term, Easter and Summer

## Monitoring Strategies

Mechanism	Lead Person
Regular monitoring and tracking of students achievement and progress data	DSP
Regular Raising Attainment of Pupils (RAP) meetings for all Year Groups to track progress and to create strategies to improve individual and group performance	RLI/NME/VWE
Student interviews and questionnaires.	CRC
Monitoring Uptake of PP targeted activities	CRC
Financial monitoring of PP expenditure and strategy planning of future PP income with Governors through the Finance Personnel and General Purposes Committee meetings.	BST
Monitoring and tracking by Governors through Headteacher's half termly report	MDU

DRAFT

## ACADEMIC YEAR 2015 - 2016

- 56% of our students were eligible for the school to receive Pupil Premium funding.
- Our Pupil Premium Grant was £567,078.

The school invests in a large amount of resources for all its students in order to ensure that all students thrive and are supported in their progress. In addition to extra classes and smaller class sizes, enrichment activities, interventions and academic or pastoral support, the Pupil Premium Grant was allocated as listed in the table below for 2015 – 2016.

Item	Resource Allocation
<b>Further Curriculum Support at Key Stage 3:</b> building on the work done last year we are further tailoring our provision with more specialised staffing and provision within the Inclusion team to drive this tailored curriculum.	£15,200
<b>Further Curriculum Support at Key Stage 4:</b> continue the good practice in tailoring the KS4 curriculum to ensure that 65% of students gain 5A*-C, and that the school continues to improve the number of students who get 5A*-C including English and Maths This includes developments for the changes to the performance tables in 2014.	£82,600
<b>Pastoral Teams:</b> To support the care support and guidance of students in the school through the deployment of skilled staff in the pastoral and guidance teams, internally and with external groups.	£80,400
<b>Literacy and Reading Boosters:</b> To use a range of literacy and reading strategies to improve reading levels and literacy throughout the school i.e. SHINE programme.	£21,400
<b>Accelerated Reader (AR):</b> Buy in and train staff to develop the use of 'Books about Town' programme to monitor reading practice and comprehension. Further developing EAL department to tackle EAL barriers to learning.	£20,000
<b>Small Group Tuition:</b> building on the success of last year we will be extending the scope and coverage of small group tuition in English and Maths at both Key Stages. This will continue to focus on fine-tuned interventions to boost understanding and skills, and enhance levels of progress - so that most students make expected progress and more students make good progress.	£132,300
<b>Learning and Peer Mentors</b> embedding the capacity of peer mentoring across Y9-11, developing to work with younger students, particularly in numeracy and literacy.	£3,100
<b>Interventions and boosters to target the Pupil Premium Cohort:</b> ensuring students in the Pupil Premium Cohort are targeted for support and boosters in Maths and English to drive forward their achievement in these key GCSE subjects.	£25,600
<b>Raising Aspiration and motivation:</b> To continue and develop curriculum enrichment activities as a means of developing social capital and motivation amongst these disadvantaged groups. Including the use of external providers (eg The Brilliant Club and Wellington College School)	£22,000
<b>Counselling and Mentoring service for students:</b> Continue to use and develop these services to support focused intervention with the students and develop behaviour for learning.	£60,400
<b>Embedding Parental Support:</b> To provide Parents with a variety of forum to become involved in and understand the work of the school. These include Termly review day meetings and meetings with specific groups of parents of remove barriers to learning.	£21,200
<b>Alternative curriculum in KS4</b> Continue to seek accredited alternative curriculum experiences, and to develop links with high quality external providers for more vocationally oriented courses.	£75,200
Free music lessons are being offered to PP students who show a flair or passion for instrumental tuition	£7,700
<b>Total</b>	£567, 100 (apprx)

## PUPIL PREMIUM AND YEAR 7 CATCH UP FUNDING 2015/2016 AND 2016/2017

<b>Pupil Premium</b>	£611,490
<b>Year 7 catch-up funding</b>	£28,000

	Impact 2015/2016	Progress 2016/2017
<b>Intervention and Academic</b> <ul style="list-style-type: none"> <li>Additional Sets in core subjects (reduced class size) 2FTE</li> <li>Additional Learning Support Assistants</li> <li>Literacy Intervention teacher</li> <li>Maths Learning Support Teacher</li> <li>Additional SALT sessions</li> <li>Timetabled 1:1 or group support</li> </ul>	<p>A*-C Eng/Ma for PP - 50%</p>	<p>Refine targeted and monitoring of PP Year 11 students to achieve both Maths and English A-C</p> <p>Specific focus on progress in mathematics and smaller teaching groups in maths.</p> <p>Static Year 11 intervention team for pastoral and academic intervention.</p> <p>Use Year 11 Student Voice 2015-16 to adapt student experience</p>
<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>Focus on improving overall quality of teaching and feedback</li> <li>Whole staff training and development</li> <li>Growth Mindset</li> <li>Teaching and Learning team</li> </ul>	<p>Teaching 90% good or better leading to accelerated progress</p> <p>Planning and assessment focus on different groups in schemes of work and lessons</p> <p>Seating plans with contextual information standard as embedded practice</p>	<p>Develop 'growth mind set' across the school</p> <p>Develop teaching TRIADS</p> <p>Further disseminate Language in Learning Across the full Curriculum (LILAC)</p>
<b>Additional Classes and Revision Programmes</b> <ul style="list-style-type: none"> <li>Easter School</li> <li>Saturday Programme</li> <li>Revision Breakfasts</li> <li>Targeted PP additional classes</li> <li>Springboard programme</li> </ul>	<p>See above for outcomes. Attainment and Progress for PP eligible students</p> <p>6/8 students who gained scholarships were PP</p>	<p>Increased number of student participation on the Springboard programme (14)</p> <p>Sustain student participation on the SpringBoard Programme</p>
<b>Student Support Panel</b> <ul style="list-style-type: none"> <li>Referral Centre</li> <li>Restorative Centre</li> <li>Student Support Centre</li> <li>Mentoring Programmes</li> <li>Attendance and Punctuality</li> <li>Community Education Classes (ESOL)</li> <li>Parenting classing</li> <li>Alternative Provision</li> <li>College Courses</li> <li>Breakfast Clubs</li> </ul>	<p>Y11 alternative provision for a number of vulnerable PP students meant they did achieve outcomes including English and Maths, and go on to further training.</p> <p>PP attendance for 2015/16: Whole School: 94.83% Year 11: 94.74%</p> <p>See attendance data for PP v Non PP by year group for improved punctuality and readiness for schools</p>	<p>Increased scrutiny for PP off site students in alternative provision</p> <p>Focus on PP WB and AC students</p> <p>Retention of School based Police Officer.</p>
<b>Accelerated Reader</b> <ul style="list-style-type: none"> <li>Staff time</li> <li>Training (staff/students/families)</li> <li>Resources</li> </ul>	<p>Increased rate of reading age and enjoyment of reading for pleasure in Year 7</p> <p>Increased use of library use at break and lunchtime.</p> <p>Increased uptake of book loans</p> <p>AR widened to Year 8</p>	<p>Sustained progress and successes of 2015/2016</p>

<b>ICT Equipment</b> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Increased Show My Homework website</li> <li>• Extended Library opening hours</li> </ul>	<p>Additional access to IT facilities for research and homework during extended day.</p> <p>Purchase of 'Show My Homework'. Launched Spring term 14/15 Increased access for staff, parents and students for monitoring and completion</p>	<p>Continued enhanced profile of 'Show My Homework' to further engage</p> <p>Parents supporting their child</p> <p>Run parent's workshops (Parent voice request)</p>
<b>Additional Resources PP eligible</b> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Other support (lunches, uniform, sports/music equipment)</li> <li>• Educational visits</li> </ul>	<p>Ensures no student is constrained from accessing full curriculum and has suitable resources to reach highest levels.</p> <p>Increased participation of PP students attending extended school activities</p>	<p>Include all student's participation in ECA's on SIMs record.</p>
<b>Supporting Enrichment</b> <ul style="list-style-type: none"> <li>• Whole school</li> <li>• PP eligible specific</li> </ul>	<p>Participation in wide range of enrichment activities for all students</p>	<p>Enrichment programme beginning w/c 19<sup>th</sup> September 2016.</p> <p>Zero charge where possible for educational visits</p>
<b>Independent Advice and Guidance for Careers and Further/Higher Education</b> <ul style="list-style-type: none"> <li>• Includes careers advisor, teacher in charge, Year Group programme and visits from and to HEIs and employers</li> <li>• Interview Skills Day</li> </ul>	<p>All students left to go on to further study, work or workplace learning.</p> <p>1 NEET student</p> <p>IAG interviews for all KS4 students Post 16 institution</p> <p>Year 11 parents' evening enabling parents to seek advice and guidance.</p>	<p>Tracking students beyond Post 16 and monitor percentage of students who progress onto study A-level English, A-level Maths</p> <p>Purchase tracking programme for students post-16 and post-18</p>
<b>Back Office</b> <ul style="list-style-type: none"> <li>• Business, Admin and Data support</li> </ul>	<p>Further developing school systems and information for analysis. Increased information available to senior leaders and governors. This leads to faster more efficient identification of need and focused resources.</p>	<p>SIMS development on tracking progress</p>

	Impact 2015/2016					Progress 2016/2017																																																
<b>KS3 Intervention and Academic</b> <ul style="list-style-type: none"> <li>Additional Sets in core subjects (reduced class size) 2FTE at KS3</li> </ul>	<table border="1"> <tr> <td>Year 7</td> <td colspan="5">Subject cohort progress – benchmarked against V/A +/- Min TG Mean Score</td> </tr> <tr> <td>AP</td> <td>1</td> <td>1a</td> <td>2</td> <td>2a</td> <td>3</td> </tr> <tr> <td>English</td> <td>-4.07</td> <td>-3.56</td> <td>-2.49</td> <td>-1.33</td> <td>0.24</td> </tr> <tr> <td>Maths</td> <td>-2.50</td> <td>-1.03</td> <td>0.21</td> <td>1.38</td> <td>4.06</td> </tr> <tr> <td>Year 8</td> <td colspan="5">Subject cohort progress – benchmarked against V/A +/- Min TG Mean Score</td> </tr> <tr> <td>AP</td> <td>1</td> <td>1a</td> <td>2</td> <td>2a</td> <td>3</td> </tr> <tr> <td>English</td> <td>-3.60</td> <td>-3.50</td> <td>-2.91</td> <td>-2.41</td> <td>-2.19</td> </tr> <tr> <td>Maths</td> <td>-0.74</td> <td>-0.11</td> <td>0.66</td> <td>1.17</td> <td>1.84</td> </tr> </table>					Year 7	Subject cohort progress – benchmarked against V/A +/- Min TG Mean Score					AP	1	1a	2	2a	3	English	-4.07	-3.56	-2.49	-1.33	0.24	Maths	-2.50	-1.03	0.21	1.38	4.06	Year 8	Subject cohort progress – benchmarked against V/A +/- Min TG Mean Score					AP	1	1a	2	2a	3	English	-3.60	-3.50	-2.91	-2.41	-2.19	Maths	-0.74	-0.11	0.66	1.17	1.84	
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<p>Increased focus in terms of resources for Year 7 is evident in terms of progress made across the academic year. Progress evident also in Year 8 although less strong comparatively with Year 7.</p>																																																						

<ul style="list-style-type: none"> <li>SHINE Saturday School</li> </ul>		Shine Cohort V/A +/- Min TG Exp. Progress EOY 7	Year 7 Cohort V/A +/- Min TG Exp. Progress EOY 7
	English	-0.09	0.24
	Maths	3.85	4.06
		Progress from KS2*: Shine Cohort	Progress from KS2*: Year 7 Cohort
	English	3.45	3.74
	Maths	7.48	7.59
	<p>At AP3, progress rates are comparable for Shine against the whole cohort. It should be remembered that MTG are challenging. Impact for Shine should also be reviewed alongside that of Catch Up funding as most participants are targeted as below L4 on entry.</p>		

<b>Year 7 Catch Up Funding</b> <b>Allocation in 2015-2016      £28,000</b>		
<p><b>Objectives (from initial data)</b></p> <ul style="list-style-type: none"> <li>To move 50 identified students to a level 4 in English</li> <li>To move 46 students to a level 4 in Maths</li> <li>30 students identified for both</li> </ul> <p><b>Summary of spending and Actions taken</b></p> <ul style="list-style-type: none"> <li>Transition School 2014/2015</li> <li>SHINE Saturday School</li> <li>Literacy/Numeracy Support groups</li> <li>Additional Sets in core subjects (reduced class size) 2FTE at KS3</li> <li>Cohort involvement in Accelerated reader</li> </ul> <p><b>Methods used to assess the effect of spending on attainment</b></p>	<p>In English 85% of the target group have made progress from their fine KS2 level to their end of Year 7 level</p> <p>16 out of 48 now on roll have reached a level 4</p> <p>Cohort have made on average 9 months reading gain through Accelerated Reader in 15-16.</p> <p>16 as at AP3 are currently operating at a 3a.</p> <p>Average number of sub levels of progress made from English KS2 Test (fine level) to Year 7 EOY Attainment: 2.29</p> <p>In Maths 93% of the target group have made progress from their fine level KS2 level to their end of Year 7 level</p> <p>35 out of 43 now on roll have reached a level 4</p>	



<p>Use of Year 7 progress monitoring 2015-2016</p> <p>STAR Reading Test (NFER)</p>	<p>7 as at AP3 are currently operating at a 3a.</p> <p>Average number of sub levels of progress made from Maths KS2 Test (fine level) to Year 7 EOY Attainment: 5.12</p> <p>Average attendance Yr 7 : 95.8%</p> <p>Due to mobility it is worth when evaluating the impact of intervention strategies to compare the whole year cohort with that of the below L4s at the end of AP3. Most strategies continue into Yr 8.</p> <table border="1" data-bbox="603 835 1050 1200"> <thead> <tr> <th></th> <th>Whole Cohort progress: KS2 – AP3</th> <th>Below L4 cohort progress: KS2-AP3</th> </tr> </thead> <tbody> <tr> <td>Yr 7</td> <td></td> <td></td> </tr> <tr> <td>English</td> <td>3.74</td> <td>4.58</td> </tr> <tr> <td>Maths</td> <td>7.59</td> <td>9.51</td> </tr> <tr> <td>Yr 8</td> <td></td> <td></td> </tr> <tr> <td>English</td> <td>4.07</td> <td>6.19</td> </tr> <tr> <td>Maths</td> <td>8.02</td> <td>11.00</td> </tr> </tbody> </table> <p><i>* Measuring points difference between latest AP level and KS2 level. So a '+4' = 2 fine levels better than KS2 and a '+2' = 1 fine level better than KS2 etc</i></p>		Whole Cohort progress: KS2 – AP3	Below L4 cohort progress: KS2-AP3	Yr 7			English	3.74	4.58	Maths	7.59	9.51	Yr 8			English	4.07	6.19	Maths	8.02	11.00	
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For detailed analysis – see ‘NPCS Pupil Premium Provision Evaluation booklet 2016/2017

The following key will be used to measure the impact 2016/2017  
(from EEF Toolkit <http://educationendowmentfoundation.org.uk/toolkit/>)

- 8 MONTHS IMPACT**
- 6 MONTHS IMPACT**
- 5 MONTHS IMPACT**
- 4 MONTHS IMPACT**
- 3 MONTHS IMPACT**
- 2 MONTHS IMPACT**

## IMPACT OF PP INITIATIVES ON OUTCOMES 2016

2015				
	% 5 A*-C English and Maths	A*-C English and Maths	Expect. Progress in English	Expect. Progress in Maths
<b>Pupil Premium</b>	43%	43%	67%	57%
<b>Non- Pupil Premium</b>	33%	35%	70%	69%
<b>Difference</b>	+10	+8	-3	-12

2016			
	Progress 8	Attainment 8	% A*-C EM
<b>All Students</b>	+0.45	4.32	44
<b>Pupil Premium Students</b>	+0.41	4.55	50

## Strategy 2016-2017

We will continue:

- Improving the healthy life style of our young people including further measures to encourage regular and healthy nutrition during the school day and healthy lifestyles
- Prioritising attainment and progress in the core areas of English and Maths
- Focusing on improving teaching and learning to outstanding prioritising areas of key weaknesses affecting attainment priorities and quality of effectively acting upon them
- Developing new initiatives to raise baseline attainment in literacy and numeracy at KS3, which is the launch pad for embedding higher levels of attainment at key stage 4 preparing students for their future.
- Further adapting the school's curriculum in line with national expectations of less weight being given to vocational outcomes, and greater emphasis on linear testing and a breadth of "academic" subjects including humanities and languages to ensure our students continued success and progression.
- Increasing focus on the identification, differentiation and progression of learning for pupil premium students to raise their attainment.

## Proposed Actions, Strategies and Interventions 2016 - 2017

Item	Resource Allocation
<b>Quality First Teaching</b> Tailored teaching moving to prioritise the achievement of PP students, by smaller group sizes in some areas or doubled teacher ratio in the core subject	£
<b>Further Curriculum Support at Key Stage 3:</b> building on the work done last year we are further tailoring our provision in 2015-16 with more specialised staffing and provision within the Inclusion team to drive this tailored curriculum, partnership teaching, SEAL groups etc	£ 44,292
<b>Further Curriculum Support at Key Stage 4:</b> continue the good practice in tailoring the KS4 curriculum to ensure that we achieve our Progress 8 target.	£ 56,832
<b>Pastoral Teams:</b> To support the care support and guidance of students well in the school through the effective deployment of skilled staff in the pastoral and guidance teams, internally and with external groups.	£ 80,736
<b>Literacy and Reading Boosters:</b> To use a range of literacy and reading strategies to improve reading levels and literacy throughout the school e.g. SHINE programme and Accelerated Boosters - buy in and train staff to develop the use of 'Books about Town' programme to monitor reading practice and comprehension. Further developing EAL department to tackle EAL barriers to learning i.e. Lilac course, literacy language and learning across the curriculum.	£ 35,649
<b>Small Group Tuition:</b> building on the success of last year we will be extending the scope and coverage of small group tuition in English and Maths at both Key Stages. This will continue to focus on fine-tuned interventions to boost understanding and skills, and enhance levels of progress - so that most students make at least good progress.	£ 144,460
<b>Peer Mentors:</b> embedding the capacity of peer mentoring across Y9-11, developing to work with younger students, particularly in numeracy and literacy.	£ 2,077

<b>Post 16 Progression:</b> Ensuring students have access to professional and relevant information and guidance (IAG) to prepare them well for their future	£ 11,333
<b>Interventions and boosters to target the Pupil Premium Cohort:</b> ensuring students in the Pupil Premium cohort are targeted for support and boosters across the curriculum to raise their attainment in GCSE subjects making at least good progress.	£ 26,993
<b>Raising Aspiration and motivation:</b> RAP meetings continue to develop curriculum enrichment activities as a means of developing social confidence and motivation amongst these disadvantaged groups. Including the use of external providers e.g. The Brilliant Club, Springboard programme, Linklaters, Reach Out, Aim Higher and access to Universities	£ 37,977
<b>Counselling and Mentoring service for students:</b> Continue to use and develop these services to support focused intervention with the students to support their academic and social progress in school i.e. Student Support Centre, Restorative Centre.	£ 21,014
<b>Embedding Parental Support:</b> To provide parents with a variety of forums to become involved in and understand their child's learning. Meetings with specific groups of parents to remove barriers to learning i.e. Year 7 - 11 Parent Support Evenings.	£ 16,780
<b>Alternative curriculum in KS4:</b> Continue to seek accredited alternative curriculum experiences and to develop links with high quality external providers for vocationally oriented courses where appropriate.	£ 65,301
<b>Enrichment:</b> Free music and sports lessons are being offered to PP students who show a flair or passion for instrumental tuition	£ 23,633
<b>Total</b>	£ 567,078

<b>Areas for Attention and Further Development</b>	
<b>Key Area</b>	<b>Lead Person</b>
To establish a PP Contingency Fund (proposed 10% of resource allocation) to support developing strategies and enable implementation of interventions identified necessary during the year	BST

## **EDUCATIONAL EXCELLENCE EVERYWHERE - Summary**

### **White Paper timelines**

We know the dates for some of the big ticket items: most state-funded schools to be academies by 2020 or with plans to by 2022, a new national fair funding formula by 2019 and so on, but what about the rest of the 'we wills,' when are these listed to happen? Some of them may have to wait for legislation, others may face different hurdles but this is how the timescales are looking at present.

### **Chapter 1. Great Teachers**

- Publish detailed proposals for replacing QTS, Qualified Teacher Status: ('shortly')
- Publish the latest three Workforce Challenge reports: (Spring 2016)
- Publish a proposed new CPD standard: (spring 2016)
- Introduce new quality criteria for initial teacher training providers: ('shortly')
- Publish a report on strengthening initial teacher training: (in the coming months)
- Develop new web tools to help schools with recruiting: (no date given)
- Introduce more flexible working practices for the profession: (no date given)

### **Chapter 2. Great Leaders**

- Introduce the National Teaching Service: (pilot starts Sept 2016)
- Ofsted to provide 'breathing space' when a new head takes over a struggling school: (no date given)
- Develop new voluntary professional standards for school leaders: (in the coming months)
- Create a database of skillsets for governors: (from Sept 2016)
- Launch an Excellence in Leadership Fund: (no date given)

### **Chapter 3. A complete Academy system**

- Establish a MAT (multi-academy trust) Growth Fund: (no date given)
- Publish design principles for successful MATs: (no date given)
- Develop a long-term legal framework for Academies: (no date given)
- Consider the case for periodic reviews of MAT arrangements: (no date given)
- Agree an MOU (memorandum of understanding) with the Church of England and Catholic Education Service: (no date given)
- Review LA functions and legislate to change where appropriate : (no date given)
- Relax restrictions on school sixth form admissions by removing them from the Admissions Code: (no date given)
- Ofsted to launch an improved Parent View website: (autumn 2016)
- Launch a new Parent advice and information Portal: (2017)

### **Chapter 4. Improving School Performance**

- Legislate for responsibility for school improvement to shift from LAs to RSCs and outstanding school leaders: (no date given)

- Establish a new Intervention Fund to enable RSCs to commission school improvement: (no date given)
- Route some school improvement funding through teaching schools: (from Sept 2017)
- Pilot 'Achieving Excellence Areas' in areas that need support: (from Sept 2016)  
Invest in up to 800 more NLEs (National Leaders of Education) and up to 300 more teaching schools: (no date given)
- Develop a pool of potential system leaders: (spring 2016)

#### **Chapter 5. High Expectations**

- Enable 25% of state secondary schools to extend school day: (included in Budget 2016)
- Publish a new careers strategy: (later this year)
- Publish an action plan for improving PSHE: (in the coming months)
- Ensure appropriate resources and materials in place to deliver the new curriculum: (no date given)
- Review how to help the brightest students in state schools succeed: (no date given)
- Review SEND practice for pupils with special educational needs and disability: (no date given)
- Reform provision offered through Alternative Providers: (no date given)

#### **Chapter 6. Stretching Accountability**

- Ofsted to consult on removing separate graded judgements for the quality of teaching/learning/assessment: (no date given)
- Launch performance tables for MATs: (no date given)

#### **Chapter 7. The Right Resources**

- Transition to national fair funding formula: (by 2019)
- Issue further information on the allocation of capital funds to support new school places: (no date given)
- Work with the Education Endowment Foundation to develop best practice on the use of the pupil premium: (no date given)

