

## PPM and APPm Barriers and Strategies 2016-17

Development point	Strategies	Lead by	Monitored by	By when	Monitoring impacts	Spend
Teaching staff to be fully aware of PPM students in their classes, their barriers and strategies to aid their progress	<ul style="list-style-type: none"> <li>- SIMS data base set up for all PPM students</li> <li>- Class profile template changed and updated at each PP cycle</li> </ul>	JTT	RKG	6thFeb 5 <sup>th</sup> June Focus weeks for PPM	SIMS database set up and accessed by staff. Class profiles used effectively to promote strategies for PPM (evidenced in review weeks) Class profiles to be usurped by Go for Schools moving forward in 2017-18	
Quality action plans to be written by subject areas to improve the achievement of disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Create school wide template.</li> <li>- Quality assure action plans and provide good practice examples</li> </ul>	PLs	RKG	End Sept 6 <sup>th</sup> Feb 5 <sup>th</sup> June	All departments have a cohesive dept. plan to account for PPM students in first wave teaching; department action plans looked at through RAP meetings and quality discussed. Good practice from English shared.	
Develop detailed case-studies tracking the support given to pupils and its impact.	<ul style="list-style-type: none"> <li>- Case studies of individuals held on shared area</li> </ul>	CPs	RKG	End June	Provide evidence of specific spending and impact for individual students. Evidence challenges and impact on P8	
A range of speaker, coaches and employers to develop	<ul style="list-style-type: none"> <li>- Careers meetings with identified</li> </ul>	CRD	RKG	On-going	Most PPM students have plans post KS4. All	

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cultural capital and raise aspirations	<p>students prioritised.</p> <ul style="list-style-type: none"> <li>- Mentoring to raise aspirations for identified students</li> </ul>				<p>students were given a focused careers session.</p> <p>Focus 8 group on each campus conducted En/Ma/Sc revision in Base group time. High engagement and PP data shows positive impact on study time outside of school</p>	
Improve study skills for exam success for all PP students	<p>External agencies to visit to launch study skills</p> <p>Base group time used to deliver study skills</p> <p>Use 1:1 tutorials to identify barriers for PPM when revising/studying at home. Remove barriers where possible</p>	RKG	VLA	On-going	<p>Max Your memory session brought in to work with all year 11 looking at student study skills – feedback from students was positive.</p> <p>Additional session put on for year 10 parents in preparation for Eng lit exam and next year</p> <p>Spending on revision guides, subject specific equipments conducted on case by case basis using tutor feedback</p>	<p>£600</p> <p>£1500</p>
One to one tutoring in English and mathematics is making a clear impact with internal monitoring data showing improvements in	Students in year 11 have access to 1:1 tutoring in Maths	RKG	VLA	On-going	40% met or exceeded target at PP3 with intervention	£2,800

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outcomes						
Learning is enhanced outside of the classroom to support progress.	PPm students to receive full financial support for trips and visits where they are linked directly to the curriculum. Where they are enhancements to the curriculum, a subsidy will be available to encourage participation	RKG	Finance team	On-going	Trips and activities accessed by a wide range of disadvantaged students.	£900
Provide qualifications that are appropriate and supportive of next steps into education, training or employment	Teach and assess ECDL for appropriate PPM students.  Provide qualifications at alternative providers	RKG	VLA	Dec June	All PPM students on ECDL course achieved the qualification with the average grade Distinction.  College and alternative providers in place for identified students	£550
<b>APPm/Catch Up</b>						
<b>Development point</b>	<b>Strategies</b>	<b>Lead by</b>	<b>Monitored by</b>	<b>By when</b>	<b>Monitoring impacts</b>	<b>Spend</b>
Base line data for APPm 95 and below to be available for staff	- CATs testing with results added to SIMs for staff information	AWR	VLA	September	Data used by staff to inform interventions in class to assist progress	
Create literacy and numeracy base line information which can be used as a starting point and re-administered at a later date to measure progress made.	- Introduce GL Assessments literacy and numeracy test in order to determine base line and improvement/progr	TTP	RFN	March & July	Test results will allow for analysis of effectiveness of other strategies put in place and allow for progress to be monitored.	£438.10

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Improve reading capacity of APPm students with scores of 95 and below	- Targeted reading intervention with 1:1 reading assistance through volunteer listeners	SMA	RFN	Ongoing	Improving the capacity and confidence for reading. Improved levels will impact on student attainment and progress in lessons across all subjects but specifically English	
Improve APPm student comprehension levels  Improve APPm student numeracy levels	- Introduction of SuccessMaker software programme to assess and set activities to improve comprehension and numeracy levels	SMA/LSY	RFN	Ongoing	APPm literacy and numeracy students develop confidence and improve their comprehension through use of targeted activities based on assessment of key skills areas having an impact on assessed outcomes. Monitored through both SIMs and GL Assessment testing.	£1650
Provide targeted intervention for APPm students who are 95 and below in both literacy and numeracy	- Withdraw students from MFL lessons in order to develop their literacy and numeracy skills with the support of the SuccessMaker programme and small group support from Learning Support Assistants (LSAs)	TTP	RFN	Ongoing	Developing confidence in literacy and numeracy through small group activities during curriculum time to improve outcomes which will be monitored through SIMs and GL Assessments	

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Differentiated support for APPM students	- Differentiated support given by class teachers in curriculum lessons with specific focus on English and Maths to develop literacy and numeracy levels. APPm students identified to staff.	SMA/LSY	RFN	Ongoing	Developing confidence in literacy and numeracy through classroom teaching during curriculum time to improve outcomes which will be monitored through SIMs and GL Assessments	