



Where students *fly high* through the  
expectation of *excellence* in *everything* we do

## Review of Pupil Premium Spending 2016/17

#### Impact:

Gap between pp students' progress and national figure reducing between 2014 and 2016. [FTAspire](#)

The school has reversed trend of entrenched gaps between PP/NPP. [PP v NPP trends](#)

En and Ma have reduced gap in progress compared to national. [En and Ma gap to national](#)

Higher ability pp students achieving above national; middle ability pp achieving in-line with national. [pp ability groups compared to national](#)

POP tests showed students are making progress in-line with national figures. [POP test data](#)

Reviews on the improvements in teaching and learning found the following:

Expressive Arts Review found:

- Improved teaching in music in terms of challenge and questioning, with a greater focus on literacy and keywords
- Improved schemes of work in music, dance and drama, which have all been externally verified. These show a clearer focus on progression and challenge
- Greater use of modelling of skills
- Targeted questioning seen in some lessons
- More active learning and engagement seen in Media lessons

History review found:

- The use of a 'no hands up' policy with targeted questions seen
- A greater focus of skills being taught in all three lessons with an emphasis on assessment objectives 3 and 4
- Modelling of the skills required with the use of 'what a good one looks like' in one lesson
- Opportunities for pupils to practice their oracy
- Teaching to the top- when this was done successfully the work was done in more depth and with less resources
- Common extended writing tasks in year 10 books with all teachers following the same scheme of work
- Specific feedback targets seen in books with the majority of pupils responding
- Evidence of redrafted pieces of work in some books

PE Review stated:

- The use of a 'no hands up' policy with targeted questions seen
- Assessment criteria explicitly discussed with pupils and referred to
- Appropriate differentiation with pupil's starting points taken into account
- More teacher modelling
- Clear objectives and outcomes

- Good use of yellow /green marking in some books which allowed pupils to make progress

RE Review said:

- The use of a 'no hands up' policy with targeted questions seen
- Less time spent on superficial tasks and less teacher talk allowing pupils to get into the deeper learning more quickly
- Scaffolding only provided to certain pupils who required it
- More challenging tasks seen- an attempt to teach to the top
- The use of QLA in year 11 to inform planning following assessments
- Frequent, individual marking and feedback seen in Yr 11 books leading to progress and improvement
- Clear next steps in Yr 11 books which were focused on exam questions
- Use of crib sheet marking in Yr 8- so pupils receive feedback more regularly. In some books, there was evidence of clear progress and next steps.

Reduction in NEETs throughout year from 7 to 2.3 compared to LA average of 4.6 to 3.8 [Reduction in NEET](#)

Increased aspirations of pp students demonstrated through post-16 choices [choices post-16](#)

RAP documents show gaps in achievement narrowing at KS3 eg., [English RAP 201617](#) [Mathematics RAP 201617](#)

Now have minimal gaps in English and mathematics have a 12% reduction in gaps from beginning of year for years 8 and 9.