

Pupil Premium Strategy Statement and Review of Expenditure for Academic Year 2017/18

This document is a review of the Pupil Premium spending for previous academic year, from September 2017 to July 2018. Pages 1 to 19 lay out the Strategic Statement that was written in October 2017. This is what we planned to achieve over the course of the year. Pages 19 to 41 lay out the impact evaluation and review of expenditure for the year, including recommendations for the new academic year, 2018/19.

| 1. Summary information | | | | | |
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| School | Little Ilford | | | | |
| Academic Year | 2017/18 | Total PP budget | £731,200 | Date of most recent PP Review | June 2018 |
| Total number of pupils | 1359 | Number of pupils eligible for PP | 740 | Date for next internal review of this strategy | Oct 2018 |

| 2. Summer 2017 GCSE Results | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average other students) |
| Total number of PP students in 2017 GCSE exam cohort | 161 (59%) | - |
| % achieving English and Maths (Basics) 4+ | 58 | 71 |
| % achieving English and Maths (Basics) 5+ | 40 | 49 |
| % achieving EBACC 4+ | 34 | 28 |
| % achieving EBACC 5+ | 29 | 26 |
| Progress 8 score average | 0.13 | 0.09 |
| Attainment 8 score average | 43.5 | 49.8 |
| Low attainers Progress 8 score average Overall | 0.23 | -0.17 |

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| Low attainers Progress 8 score average English | | 0.62 | 0.09 |
| Low attainers Progress 8 score average Maths | | 0.39 | 0.10 |
| Low attainers Attainment 8 score average Overall | | 26.85 | 22.48 |
| Low attainers Attainment 8 score average English | | 4.1 | 5.2 |
| Low attainers Attainment 8 score average Maths | | 3.0 | 4.3 |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | |
| <i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i> | | | |
| A. | Lower achievement at KS2 when compared to national figures due to low literacy skills | | |
| B. | Limited access to, and therefore, participation in, extended activities leading to low cultural capital | | |
| C. | Higher PP attainers at KS2 do not achieve as well as their non-PP higher attainers | | |
| <i>External barriers (issues which also require action outside school, such as low attendance rates)</i> | | | |
| D. | <ul style="list-style-type: none"> Few parents having a university education; Cramped housing conditions with houses of multiple occupancy and therefore nowhere for students to study at home. | | |
| 4. Desired outcomes (desired outcomes and how they will be measured) | | Success criteria | |
| A. | Rates of progress allow students to make better than expected progress and catch up with their peers nationally. This will be measured using internal monitoring exercises to identify gaps as well as GCSE results to show quantify the progress. | All learners make significant progress as measured at GCSE level (shown by Analyse School Performance - ASP - data). Students with low literacy levels are identified and supported to make significant progress across the Attainment 8 subjects. | |
| B. | Students have access to a range of different activities which increase their cultural capital and personal experiences. | Monitoring exercises show that students have attended a range of educational visits and clubs. Student voice shows that students visits and clubs are valued and relevant to them. The number of students going onto the higher colleges and Russell Group universities increases. | |

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| C. | Higher attainers are challenged and learning extended at all opportunities. | Percentage of A/A* (grade 7+ in new GCSEs) grades at GCSE level is above national averages in subjects and for 5A/A* across all subjects. |
| D. | Encourage students and parents to aspire to university level education, particularly Russell Group institutions. | School leavers are tracked to university age. Numbers of students who attend university increase. Increase in percentage attending Russell Group Universities. |

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>Identified students are supported in lessons and small removal groups.</p> | <p>6 x Higher Level Teaching Assistants (HLTAs)</p> | <p>Smaller class groups and additional support are used in combination to ensure all students have the skills and knowledge required to make good progress in English and Maths.</p> <p>Results from 2017 show that this practice has been successful:</p> <p>Low attainers Progress 8 score average Overall was 0.20 for PP students compared to 0.09 for other students nationally.</p> <p>Low attainers Progress 8 score average English was 0.63 for PP students compared to 0.09 for other students nationally.</p> <p>Low attainers Progress 8 score average Maths was 0.98 for PP students compared to 0.19 for other students nationally.</p> <p>Similar results were also seen for non-PP students in these subjects.</p> | <p>Lesson observations are carried out 3 times per year. Data is reviewed at least 4 times per year to monitor the progress that is being made.</p> <p>Departmental reviews are carried out yearly. CTLs write annual exam reports having analysed results.</p> | <p>PSI/HGE</p> | <p>Yearly based on results, residuals, costings and staff deployment.</p> |
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| | <p>Reducing Pupil Teacher Ratio 3 x English teachers 3x Maths teachers</p> | <p>In English, students identified as low attainers at KS2 have a progress 8 score of 0.63, well above the school and national average for progress. Their attainment 8 score is 4.1 compared to a national score of 4.5 for all pupils. HLTAs allow us the flexibility to have smaller classes and support mid-phase admissions students, particularly those with poor literacy skills.</p> <p>In Maths, students attained an average of 3 and a progress score of 0.39.</p> | <p>Lesson observations are carried out 3 times per year. Data is monitored at least 4 times per year to monitor the progress that is being made.</p> <p>Departmental reviews are carried out yearly. CTLs write annual exam reports having analysed results.</p> | <p>PSI/HGE</p> | <p>Yearly based on results, residuals, costings and staff deployment.</p> |
| | <p>3 x Ethnic Minority Achievement teachers (EMA)</p> | <p>Overall, EAL students achieved a progress 8 score of 0.33, well above the national score. In English on its own, the score was 0.62 showing a better than expected improvement based on their KS2 scores.</p> | <p>Lesson observations are carried out 3 times per year. Data is monitored at least 4 times per year to ensure progress is being made. Departmental reviews are carried out yearly.</p> | <p>SHD/KBU</p> | <p>September 2017 with ongoing monitoring through the year.</p> |

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| <p>Students have access to online resources to support learning at home.</p> | <p>Online revision and learning tools</p> | <p><u>Mathswatch/Active Learn</u>: Students have access to materials outside of the classroom which are directly related to their targets.</p> <p><u>SMHW</u>: Students and parents can access the homework set in class by all teachers. Materials and other links are added. Evidence shows homework used appropriately, adds a years' learning to a student's school career.</p> <p><u>Text books</u>: A range of platforms are used so that student have access to relevant textbooks and exam materials. This is been essential this year with the introduction of new syllabuses in most subjects.</p> <p><u>Science (MyGCSE.com)</u>: Very little information or sample material has been produced by the different exam boards, so a source of new style exam questions was required. This online platform offered these (they are linked to AQA) and also had additional revision material for students to access. To enable all students access, the Science department also purchased headphones and splitters for use in classrooms and, particularly, after school.</p> | <p><u>Mathswatch/ Active Learn</u>: Every 2 weeks a report is produced which is shared with staff to monitor usage. <u>SMHW</u>: Individual teachers will receive emails with relevant reports weekly and can monitor use and access by students. CTLs and SLT also monitor usage over time.</p> <p><u>Textbooks</u>: usage and completion of tasks and homework can be monitored by individual teachers and by leaders.</p> <p><u>Science (MyGCSE.com)</u>: The use of this online platform has been monitored. Those with the highest usage have been praised and rewarded; those below their usage targets have been spoken to and parents</p> | <p>Curriculum leaders and PALS</p> | <p>Ongoing through the year to ensure appropriate use. September 2017 for GCSE results.</p> |
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| | | | contacted/met with as necessary. | | |
| All students buy study and revision guides at reduced cost to support learning. | Study Guides | The pupil premium to be used to support and develop students' ability to analyse literary texts, particularly targeting students whose attainment would ultimately affect their life choices and thus focused on the core performance indicators of grade 4 and 5 in English. Study guides are provided in several departments including Science and History. | Students identified and the guides were offered at a reduced cost. Use of the guides is monitored in class and sections set as homework. | Key Stage 4 Co-ordinators | Yearly - May of Year 11 (student voice)and August/September (staff voice). |
| Total budgeted cost | | | | | £505,312 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve exam outcomes. | Weekend and holiday revision sessions | Student attendance to the sessions correlates well to improved results. | Student and staff voice Attendance records. CTL to monitor the quality of provision. | SLT year 11 and 10 and PALS | Yearly - September/October 2018 |

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| <p>Students access curriculum and improve on their emotional , health and well-being.</p> | <p>External Educational Psychologist</p> | <p>Very often we need a swift response from an Educational Psychologist. MB meets with parents, students and staff members to give a well-rounded set of advice for all ensuring an integrative approach to maintain and improve on the student’s well-being and academic progress.</p> | <p>RAP data Staff observations Parental & student feedback</p> | <p>MLE</p> | <p>Yearly -July 2018</p> |
| <p>To mentor students in school to remove barriers to learning.</p> | <p>Internal counselling services</p> | <p>Having a mentor in school allows for early intervention when students have social or mental health issues which could impinge on learning and therefore achievement. Students are often identified through this process as requiring referral to other agencies, so it remains one of our key ways for identification of vulnerable students. We have had 2 people carrying out this role (one day per week each) however, during this academic year, one member of the team has left to take up a new role in a different school. From September 2018, our second team member will switch from their current role (DPAL) to a counsellor 4 days per week.</p> | <p>Monitor attendance and subsequent behaviours and interventions which are necessary. Student and parent voice.</p> | <p>MHA</p> | <p>Yearly - Sept 2018</p> |

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| <p>Outcomes and attainment – to raise achievement of students on crucial borderlines of English and Maths.</p> | <p>Study Club</p> | <p>Due to the success of last year's' intervention, Study Club was widened to support other groups of PP students. Three new groups were created, based on similar criteria but focused on students in 3 different grade profiles: 3 to 4+; 4 to 5+ and 6 to 7+. Staff had to apply for the roles of coordinators of these groups.</p> <p>A personalised intervention timetable for students is devised from 3.15 to 4.15 pm 3 days a week. This includes 45 minutes of supervised study is allocated on Tuesday, Wednesday and Thursday.</p> <p>One to one support is provided by two members of staff who liaise with all teachers of the students via effective use of excel to identify areas where students need support.</p> <p>Students are also prepared for exams through exam and revision techniques being taught. Students are monitored to ensure they are completing the work that their teacher has asked us to oversee.</p> <p>Updates are sent home about students' progress and attitude towards learning as well as resources for parents to do with their child e.g. quizzes.</p> | <p>Analysis of TA data Analysis of GCSE results Attendance reports Attendance to other interventions</p> | <p>SBU</p> | <p>After each TA data, students are identified for 'graduation' or continuation. September results analysis.</p> |
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| | Higher attainers' English support group 'Glitter' | Target high attainers and other students by providing an after school masterclass discussing aspects of the syllabus in greater depth. Staff with particular skills or passions run these sessions. | Monitor attendance. Analyse results. Student feedback. Moderation of work. | HGE | September 2018 |
| Support students to re-engage with learning and provide a more suitable learning environment. | Off Site provision (short and long term) | Reduced numbers of permanent exclusions for identified students (now at national average). However, there is still a difference between FSM and Non-FSM students which we aim to reduce. Low number of NEETs as student pathways are carefully considered and facilitated. A review all provisions currently used was undertaken by RBA and identified new potential partners (e.g. Beale School and Redbridge College). | Attendance records. Achievement/progress of students. Reduced behaviour incidents when students return to school. | RBA/PALS | Ongoing |

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| To improve attainment by reducing challenging behaviour. | Behaviour Support HLTA | Reducing challenging behaviour in the classroom can have a direct and lasting effect on students' learning. A fall in permanent exclusions rates and a rise in the number of students who successfully meet their targets on PSPs show us that this approach is working. | Continue to work with the borough Behaviour Support Team as well as staff, students and parents to ensure our programmes are robust; meet the desired outcomes and successful. | MLE | Ongoing |
| Provide basic food ingredients to allow all students to take part in practical lessons. | Food Tech – ingredients | Last year, 80% of year 11 PP students cooked the required number of dishes. These students (13) have gained B+ to C grades on their Controlled Assessment. | Continue to monitor numbers and grades achieved at GCSE. Student voice exercises. | DHA | Yearly - Sept |

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| <p>To create a positive learning culture in the school.</p> <p>To motivate students to participate in all areas of the school including extracurricular.</p> <p>To motivate students</p> <p>To recognise and praise outstanding behaviour, leadership and attitude.</p> | <p>Student Rewards and Hospitality</p> | <p>By monitoring behaviour in the school, we have identified that behaviour between groups of students differs. For example, we know that PP students do not gain as many positive points as their non-PP peers and that they gain more behaviour points, therefore we have worked hard to increase to opportunities for students to be praised throughout the year including the grade level challenge; termly praise assemblies; form of the week; and student of the week. We also text parents every time these points are awarded to ensure parents are aware of their child's progress.</p> <p>Since the new praise system was introduced, there has been a year on year fall in the number of negative behaviour points (down 1500 against the previous year); a reduction in fixed term exclusions and an increase in positive achievement points (breaking the 100,000-point mark for three years).</p> <p>We have undertaken a review of the system this year and following feedback from different stakeholders, particularly the school council, we shall be making some changes from September 2018.</p> | <p>Lessons learned include:</p> <p>shorter timescales for praise</p> <p>top students per year rather than across the school (older year groups receive fewer points than the younger students and therefore would miss out on rewards)</p> <p>A range or rewards including visits, pizza lunches and vouchers</p> <p>Asking staff to nominate students who may be missed otherwise for praise.</p> | <p>KBU</p> | <p>Termly/Yearly - Sept 2018</p> |
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| <p>Ensure all students have access to uniform and equipment regardless of background.</p> | <p>Social inclusion support</p> | <p>Students feel confident and part of the school. Students are prepared and ready to learn.</p> | <p>Student and parent voice exercises regularly ensure all students feel that any additional needs are met. School policies also reflect our commitment.</p> | <p>CSI</p> | <p>Yearly - July</p> |
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| <p>To improve PP engagement and enjoyment in MFL.</p> <p>To create opportunities for PP students to use the target language in real situations.</p> <p>To develop cultural understanding of target language countries for PP students.</p> <p>To give PP students an opportunity to travel to another country and develop independence.</p> <p>To give students first hand</p> | <p>Visits abroad</p> <p>Geography: Iceland</p> <p>History: Berlin</p> | <p>All students who have attended the visits have shown improved motivation and better engagement in MFL lessons. This results in improved progress for PP students in line with non PP students. Last year's visits and results have encouraged us to continue this programme.</p> | <p>Continue to use student and parent voice when organise visits and when students return.</p> <p>Monitor results of students who attended the visits against those who did not.</p> | <p>JDE</p> | <p>September results analysis</p> <p>Student and staff voice after each visit.</p> |
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| experience of places and cultures which will support their understanding of topics in school. | | | | | |
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| Total budgeted cost | | | | | 165,742 |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| To give students opportunities to work with local businesses. | East London Business Alliance membership | Student feedback, feedback from the business people and the outcomes from Careers School all show that this intervention is having an impact on student motivation, enjoyment and career aspirations. | Feedback from students, staff and providers. Outcomes/presentations from Careers school. | MVA | Yearly |
| Improve students' writing and reading skills. Develop skills such as | Debate Mate Subscription | In light of the new GCSE students need to develop their extended writing skills. Debating will help them develop these skills in a friendly and motivating environment. Also, it will boost students' confidence and ability to speak in public. Through Debate Mate, students will have | Students will take part competitions where they will have the opportunity to showcase their debating skills. Also students will lead | SHK IRA AAN | End of year evaluation. Feedback from judges following competitions. |

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| <p>teamwork, leadership and confidence.</p> <p>Raise pupils' aspirations and expectations through sustained contact with successful university students</p> | | <p>the opportunity to be coached by undergraduate students from Russell Group universities. This, as well as the contact and competition with students from different schools, will help raise their aspirations.</p> <p>Little Ilford School are the current holders of the London Debate Mate trophy.</p> <p>Unfortunately, due to changes in staff roles during the year, we were unable to run Debate Mate this year. A new member of staff will be recruited for Sept 2018.</p> | <p>assemblies and discuss their experience with other students to evaluate the benefits of debating. Students will be generally more articulate and will find it easier to produce pieces of extended writing. At the end of the programme students will complete an evaluation.</p> | | |
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| <p>To improve the cultural capital of pupils on the PPI through experiential learning.</p> <p>Literacy: To improve cultural capital through reading.</p> <p>To consolidate understanding of texts.</p> <p>To develop understanding of characters.</p> <p>To make links to context and writer's intentions</p> <p>Improve AO1 and AO3 marks.</p> <p>Understand the form (play).</p> | <p>Curriculum visits, Theatre visits and theatre production companies</p> | <p>To support and develop students' ability to understand the conventions of a play, particularly targeting students who typically have had limited or no access to live productions.</p> <p>To help students understand how and why stagecraft aids writers' intentions.</p> <p>To provide copies of key texts for the pupils in order that they have context for the educational visits and the course as a whole.</p> <p>This is a requirement of the new GCSE Drama syllabus.</p> | <p>Use student voice to gauge the level of enjoyment.</p> <p>Monitor the quality of practical and written work produced by students.</p> <p>Monitor the grades and results for individual assessment objectives.</p> <p>Overall impact will be evident from exam results 2018.</p> | <p>English Team; Drama Team</p> | <p>End of year</p> |
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| <p>To provide all students to continue learning an instrument or taking up a new one.</p> | <p>Music Peripatetic staff</p> | <p>Music was reintroduced to the curriculum in 2013. Numbers of students taking the GCSE have been increasing each year.</p> <p>As part of the borough's 'Every Child a Musician' scheme, we have enabled all students to have the opportunity to continue learning their instrument.</p> <p>Several of our students performed for the Queen and Commonwealth delegates and featured in the Queen's Speech at Christmas.</p> | <p>Numbers of students taking GCSE Music.</p> <p>Attendance to lessons.</p> <p>Grading/exam results.</p> <p>Numbers of students taking up instruments.</p> | <p>OSO</p> | <p>Yearly - September</p> |
| <p>Improve students' teamwork skills and peer working relationships.</p> <p>Raise students' confidence and resilience through challenges set in fun extracurricular settings.</p> <p>Produce independent learners through a varied range of activities that</p> | <p>Enrichment projects, clubs and teams.</p> | <p>Peer learning is a core part of the teaching and learning model and strengthening student skills for that will improve learning in all subjects and behaviour across the school. Likewise, confidence and resilience are transferable skills that are the core of many of the challenge and mastery based enrichment activities; research has shown that working on these inner motivational skills can develop a growth mind-set that has a reverberating influence on all aspects of achievement. Independence is also a major element of many extra-curricular clubs and a skill which is essential for all GCSEs. Finally ,having a broad range of clubs allows equality for students. of all groups including SEND, LAC and</p> | <p>Monitoring of the number and range of clubs, especially in light of our student needs. Evaluation of clubs from both staff and student perspectives, and reflective planning of next steps and improvement of clubs and enrichment on offer based on the evaluations.</p> <p>Monitoring of the number of students in clubs and club take-up. Showcasing and regular sharing of</p> | <p>AFO/NAH</p> | <p>Reviews of clubs are conducted twice yearly and intake is monitored on a more regular basis.</p> |

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| <p>focus on developing the independence of students. Widen students whole-child experience through a broad range of clubs and enrichment activities</p> | | <p>disadvantaged groups to also take part in school based activities to develop their wider skill set for the future, providing an effective whole-child experience.</p> | <p>success and outcomes from clubs and enrichment activities.</p> | | |
| <p>Students entitled to PPG will have access to further sports opportunities and higher standards of coaching and competition. This will develop the whole student while improving their ability within the sport of football.</p> | <p>Extra-curricular PE – to improve the opportunities available in sport. Physical Education for students who perform at a high level in certain sports and activities.</p> | <p>Improving the behaviour and learning of students across their subjects of study through motivation provided by this opportunity. An improvement in footballing ability to ensure students are preparing themselves for practical performance assessment in GCSE Physical Education. To reduce the barriers students combat from not taking part in highly competitive sport regularly enough. Purchase new Y7 and Y8 football team kit to ensure students are well prepared. Training sessions to take place in the weeks leading to the trip.</p> | <p>Ensure the more able students from the year 7 football team attend the trip. Track attendance of the selected students at extracurricular football club and how often they represent the school in national and borough fixtures. Students have been targeted following their performance within PE</p> | <p>JEN</p> | <p>Sept 2017</p> |

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| | | | lessons and at school fixtures. | | |
| Total budgeted cost | | | | | 29586 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year 2017/18 | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| All students buy study and revision guides at reduced cost to support learning. | Study Guides | <p>Student feedback has shown that students find the guides a good source of revision material and homework.</p> <p>Staff feedback shows that they are used to setting appropriate and meaningful homework tasks which means that students are more like to complete them.</p> <p>English: The gap between PPG and non PPG students has reduced this year, which has a lot to do with the revision guides/ packs we provided at a discounted price for PPG</p> | <p>Study guides particularly supported developing long term memory. Older topics were set for homework to ensure students are revising them. This helped to prepare them for their exams and will continue to be used, particularly as the new, linear GCSEs are introduced.</p> <p>LIS will continue to use Study guides in 2018/19, ensure we track and support their use as a revision and homework tool . We won't, however, offer a specific discount to PPG students, instead opting to reduce the overall cost to students, and set up a</p> | 5000 |

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| | | <p>students. The guides improved students' understanding of the texts and focused students on the skills for individual assessment objectives. The overall impact is evident from exam results (78.6% whereas last year it was 75% for Literature. Language grades were also very good- they remained the same as last year).</p> <p>EMA: We used PPG funding to buy the license for Mr Bruff's Macbeth, now on RM Unify and shared with English. This provides the text of Macbeth in plain English and study support for independent learning. Students found this helpful as preparation for their Literature exam.</p> <p>MFL: All PPG students purchased revision guides and workbooks. French PPG students performed well in GCSE exams - for example, %PPG students who have met their FFT target: 70% versus % non PPG students who have met their FFT target: 67%. In Spanish, where the H/W monitoring was not as rigorous PPG students performed less well than Non PPG students. This shows the</p> | <p>hardship fund that parents can apply to if they need financial support with resources such as study guides.</p> | |
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| | | <p>impact that the revision guides can have if students use them on a weekly basis.</p> <p>RE: Very little difference in the attainment of PPG and non PPG students, for example, 70% PPG students achieved grade 4-9 in comparison to 69% for non PPG. This is a very positive result.</p> <p>Impact: High</p> | | |
| Identified students are supported in lessons and small removal groups. | 6 x Higher Level Teaching Assistants (HLTAs) | <p>HLTAs allow us the flexibility to have smaller classes and support mid-phase admissions students, particularly those with poor literacy skills. There are two HLTAs in Mathematics who are used to plan and teach their own classes. These classes are the lower ability students across Year 7 to 9, where many of the students are PPG. The students show good progress in their learning with the help of these HLTAs, and are making better progress than they would if working in larger classes. The HLTAs are experts in lower ability teaching and have delivered CPD to the rest of the department. There are also four HLTAs that support in lessons across</p> | <p>We need to continue to ensure the deployment of staff meets the needs of all learners. We will use the timetable to reduce the number of split classes particularly at Key Stage 4. We identify groupings carefully based on need, behaviour and number. We will use student voice, staff voice, performance development and learning walks as further areas of evidence to evaluate their impact over the next academic year.</p> | 165,000 |

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| | | <p>other subjects including English. Maths and English results are excellent overall. The HLTAs are used in English to support the Study Plus English Curriculum.</p> <p>Impact: High</p> | | |
| <p>Identified students are supported in lessons by good quality teaching and personalised support.</p> | <p>Reducing Pupil Teacher Ratio with extra teachers: 2x English teachers 3x Maths teachers</p> | <p>Smaller group size allows staff to support these students in a more targeted fashion. TA support can also be more focussed on students who need this. In 2018 results, the gap between PPG and non PPG students has decreased in both Maths and English. In Maths, PPG students outperformed non PPG students by 4% for grades 4-9.</p> <p>Impact: High</p> | <p>We are continuing to work with reduced pupil teacher ratio. We will use learning walks and student voice to determine how well teachers are adjusting their Teaching and Learning strategies to support students in smaller classes and track the progress of those students in particularly small classes. A review of grouping/setting to be undertaken to look at any impact (positive or negative) this could have.</p> | <p>300,000</p> |

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| <p>Identified students are supported in "Study Plus" English lessons.</p> | <p>6 x Ethnic Minority Achievement teachers (EMA)</p> | <p>Study Plus has been a very successful intervention over the years and continues to support the learning of our lower attaining students as well as our EAL learners. 58.8% of PPG students in these classes have met their FFT target compared to 79% non-PPG. However considering the nature of our PPG students I think this is a good result. In this group there were 4 non-entries, SEND/complex needs, and 4 white British boys of whom 1 was a non-entry. 2 students were vulnerable, or had social and emotional needs, one of whom experienced an extended period away from school. Both achieved grade 4s in line with FFT targets. 4 PPG students achieved grade 4 in literature and one gained grade 5 in Language. All 4 presented a variety of needs and have been with Study Plus since year 7.</p> <p>Impact: Very High</p> | <p>We will continue to run Study Plus English lessons, but focussing on EAL students specifically (some also PPG), and tackle poor English skills of SEN students in a different way. This will help teachers to focus on the particular needs of this group of students.</p> | <p>10,000</p> |
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| <p>Students have access to online resources to support learning at home.</p> | <p>Online revision and learning tools</p> | <p>A range of platforms were used in various departments. These tools allow us to monitor student usage and give feedback. Student voice feedback continues to be positive and students continue to ask for these resources.</p> <p>Science: The number of PPG students achieving their FFT target in Summer 2018 was 9% less than the overall cohort. In Triple science the result was much better as there was no significant difference against Non-PPG students. "My-GCSE Science" website received positive feedback in a staff and student voice survey. Students who showed high usage of the website tended to perform better in their GCSE.</p> <p>Show My Homework: There has been a total of 8,283 pieces of homework set during the academic year. This also includes projects of a longer duration (such as half a term - one term), as well as holidays revision booklets.</p> <p>English: Use of the online tool, Exam Pro, improved students' understanding of the skills and content. Students who previously</p> | <p>We will continue to use online resources that support student learning. We must ensure that all students have access either at home or by using the school library. Departments must complete an impact analysis of particular resources annually and consider other tools where appropriate. We will collect student and staff voice, track pupil usage, including PPG usage, and praise students for highest usage.</p> <p>Departments will need to continue to work collaboratively, sharing experiences of how to make these as useful as possible. Teachers will make better use of monitoring systems such as Show My Homework and Google Classroom, as well as the subject specific platforms themselves, to monitor the effectiveness of these resources.</p> | <p>4000</p> |
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| | | <p>said they could not access the online material decreased this year as previously we had used Fronter which wasn't very accessible. The resource focused students on the skills for individual assessment objectives and improved students' exam skills. Overall impact is evident from exam results (78.6% whereas last year it was 75% for Literature. Language grades were also very good- they remained the same as last year).</p> <p>History: Active learn and ebooks are available to all students. As a result, every child is able to access resources used in class. This has increased the quality of classwork in history. In 2018 GCSE results, PPG students performed better than non-PPG students (64% v 58% for grades 4 to 9).</p> <p>Impact: Medium</p> | | |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |

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| <p>Outcomes and attainment – to raise achievement of students on crucial borderlines of English.</p> | <p>Higher attainers' English support group - Glitter</p> | <p>For English language we outperformed/ maintained the same results as similar centres and all AQA centres. English Language GCSE results were 68% + (after remarks), which was a marked improvement from last year. Literature results were also better than last year (from 75% to 78.6%). 68% of the HPA students said that they found the Glitter sessions useful in helping them target specific areas of weakness (Students voice conducted in Summer 2018).</p> <p>Impact: Medium</p> | <p>“Glitter club” will continue with selected students.</p> | <p>300</p> |
| <p>Improve exam outcomes.</p> | <p>Weekend and holiday revision sessions</p> | <p>There have been a number of interventions taking place at weekends and during the holidays as well as 1-1 sessions to support students. The impact has been positive and students feel they have improved in the subjects where they have received this support, as well as feeling more confident.</p> <p>Staff and student voice both show that these additional sessions make a difference to preparing students for exams as well as ensuring all of the curriculum is covered.</p> | <p>Organise the timings to ensure all departments are able to have time with students during these periods. Ensure the timings of the sessions are clear – treat it like a school day. Plan the sessions earlier. CTLs should be analysing the impact of these revision sessions on students selected and PPG students. We should look at attendance figures and staff feedback as sources of evidence.</p> | <p>40,000</p> |

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| | | Impact: Medium | | |
| Outcomes and attainment – to raise achievement of students on crucial borderlines of English and Maths. | Study Club | <p>Students were identified according to the following criteria:- PPG (or at least majority of cohort = PPG) Excellent attendance and attitude towards learning Not involved in any other specific intervention outside of subject intervention Underachieving in maths and English, as well as other subject areas resulting in a predicted negative progress figure and significantly below expected A8 figure .</p> <p>This group of students were given a personalised intervention timetable which was monitored and reviewed after each data drop.</p> <p>The impact was overwhelmingly positive:- Group Bordline 6/7:- As expected all students gained at least a grade 4 in both English and maths. The average Attainment 8 figure was significantly higher than predicted in</p> | Careful identification of students was very important as this intervention is resource heavy but obviously, it was very successful. TA support was vital as was admin support. Continue using the same model, with Year 11 PAL involved in student selection criteria, and parents heavily involved in communicating aims to students. Will track their progress towards their final GCSE grades, as well as tracking attendance to the sessions. | 4500 |

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| | | <p>September of 2017. The average Progress 8 figure for the cohort was positive</p> <p>Group Borderline 4/5:- All students gained at least a grade 4 in both English and maths. The average Attainment 8 figure was significantly higher than predicted in September of 2017. The average Progress 8 figure for the cohort was positive.</p> <p>Group Borderline 3/4:- 62.5% of this cohort achieved at least grade 4 in both English and maths. Of those who did not, 4 achieved their English target grade and 1 achieved their maths target grade.</p> <p>The average Attainment 8 figure was significantly higher than predicted in September of 2017. The average Progress 8 figure was positive.</p> <p>Impact: Very High</p> | | |
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| <p>To improve attainment by reducing challenging behaviour.</p> | <p>Behaviour Support HLTA</p> | <p>Identify the barrier to the learning, and therefore reduce the barrier and improve engagement in learning. Improvements are seen in individual case studies of students.</p> <p>Impact: High for identified students</p> | <p>Ensure all incidents of praise are recognised and shared when relevant.</p> <p>Ensure good communication with all relevant stakeholders.</p> <p>Monitor and update policies, procedures and practices to take into consideration the needs of all learners.</p> <p>Use information such as achievement and behaviour points, reports and Pastoral Support Plans to monitor students more closely across the school.</p> | <p>30,000</p> |
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| <p>Students access curriculum and improve on their emotional , health and well-being.</p> | <p>External Educational Psychologist</p> | <p>Couldn't be accessed all year. Borough EP used but problems arose. When EP is able to support, impact is very positive. Reports are produced and relevant sections and strategies are shared with staff in order to support behaviour for learning.</p> <p>Impact: High for identified students</p> | <p>Continue to use Borough Provided EP, monitoring their availability and impact through case-studies. Early intervention is more successful, so identification is key.</p> <p>Ensure information is shared with appropriate staff and other stakeholders and that this is triangulated with other information.</p> | <p>5100</p> |
| <p>To mentor students in school to remove barriers to learning.</p> | <p>Internal counselling services</p> | <p>Immediate tool for students to access where help needed. Best impact seen for resilient students who don't need to be referred externally.</p> <p>Impact: High for identified students</p> | <p>Full time Internal Counsellor appointed. Will track and monitor which students use the service and what the outcomes are. Monitor outcomes for students in lessons/exams. Continue to use the same day and venue each week for consistency.</p> | <p>9442</p> |
| <p>Support students to re-engage with learning and provide a more suitable learning environment.</p> | <p>Off Site provision (short and long term)</p> | <p>Three students referred to Alternative Provision (2017-2018). One is PPG. Review of all provision was undertaken by RBA during 2017-2018 and recommendations made to SLT. All three have been on their Alternative Provision since September 2017. Their attendance has improved. Their progress and attainment have improved (because the curriculum and T&L are more tailored for small groups) . They are likely to complete their studies (achieve in Entry Level; Level 1</p> | <p>Off-site provision is to be used as a last resort, when it is clear that a student cannot succeed in mainstream education. Choose the placement carefully to match the needs of the students. Monitor closely attendance, progress and achievement of students offsite. Continue to review the range and effectiveness of external provision to match students to the best provision.</p> | <p>36,000</p> |

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| | | <p>and Level 2 courses) and be better placed to follow level 2 and level 3 education or training in Y12.</p> <p>Impact: Medium</p> | | |
| <p>Provide basic food ingredients to allow all students to take part in practical lessons.</p> | <p>Food Tech – ingredients</p> | <p>Resources like revision books, ingredients, fabrics and other materials were purchased for all pupil premium students. This gave them the opportunity to carry out the making aspect of the Controlled Assessment. In previous years, students studying Food Technology did not prepare the required number of dishes (approx. 16 dishes per students). This usually placed them at a disadvantage as they were unable to maximise the making and development grades (32 +32 marks). However, results were low overall in this subject.</p> <p>Impact: Low</p> | <p>Students will take more responsibility for their own progress in D&T.</p> | <p>1600</p> |

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| <p>To give PP students an opportunity to travel to another country and develop independence. To give students first hand experience of places and cultures which will support their understanding of topics in school.</p> | <p>Visits abroad</p> | <p>Unfortunately, last year's France and Spain trips did not go ahead due to difficulties with booking accommodation.</p> <p>Geography trip to Iceland did go ahead. PPG achieving 4-9 was higher (71%) than Non PPG (60%) in geography.</p> <p>History trip to Berlin: of the 53 students that went, 34 students were PPG. Of the students who went to Berlin, 82% achieved grade 4-8.</p> | <p>A trip abroad with school may be a once in a lifetime experience for some of our students and we are extremely grateful for the contribution that the school is making for our Pupil Premium students. We hope that this can continue so we can keep participation of PP students in educational visits high.</p> <p>Plan the time of year carefully to fit in with options and GCSE courses. Review costings and payment systems. Carry out a student voice survey immediately upon return.</p> | <p>27,000</p> |
| <p>To create a positive learning culture in the school. To motivate students to participate in all areas of the school including extracurricular. To motivate students. To recognise and praise outstanding behaviour,</p> | <p>Student Rewards and Hospitality</p> | <p>We know that PP students do not gain as many positive points as their non-PP peers and that they gain more behaviour points, therefore we have worked hard to increase to opportunities for students to be praised throughout the year including the grade level challenge, termly praise assemblies, Tutor Group of the week and Student of the week. We also text parents every time these points are awarded to ensure parents are aware of their child's progress. Achievement points increased in 2017/18 compared to previous year. Review of Praise Policy was undertaken during the year, and a new protocol has been</p> | <p>New Praise Policy and Protocols to be implemented, including opportunities for students to choose reward items. Use of RESPECT and DISRESPECT stamps should simplify praise and allow non-teaching staff to easily praise students.</p> | <p>8000</p> |

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| leadership and attitude. | | implemented from September 2018 to further impact on this area. Impact: High | | |
| Ensure all students have access to uniform and equipment regardless of background. | Social inclusion support | Fund was created in order to support students who go through "catastrophic" issues at home such as severe house/home damage. Last year we used the fund for one student only. The student was provided with a uniform. This student was FSM. The school uniform was supposed to help encourage him to attend school. Impact: Limited due to fewer students requiring this support. | Continue to use fund on a discretionary basis. Decided by members of SLT. Hardship Fund Application to be shared with parents on the website, and PALs to support parents with these applications as necessary. | 100 |
| iii. Other approaches | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |

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| <p>To give students opportunities to work with local businesses.</p> <p>To develop professional skills on students.</p> <p>To raise students aspirations.</p> | <p>(ELBA) East London Business Alliance membership</p> | <p>All year 7 and 8 students have had an opportunity to visit one of our partners. Year 9 have all been involved with the Enterprise Day where one team have gone on to sell their product at various trade fairs. This year our team came second in the overall competition. Careers school students take part on the Careers Inside Visit with ELBA (East London Business Alliance). Students had the opportunity to visit different businesses in Canary Wharf and other locations and have an insight into how the corporations are run, what they do and their impact. All student evaluations indicate the positive impact of such visits and how these have raised their aspirations.</p> <p>Yr10 students have the opportunity to develop work related skills through a whole day of workshops and presentations during World of Work day with volunteers from ELBA prior to their work experience placement. Feedback from staff and students is extremely positive. The number of students receiving praise from employers during their work experience placement has</p> | <p>We will continue to use ELBA for their silver service level, which provides 20 hours. The impact has been considerable.</p> | <p>2500</p> |
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| | | <p>also increased since we started putting this programme together a few years ago.</p> <p>ELBA also provides motivational speakers who deliver assemblies to whole cohorts and some workshops to targeted students.</p> <p>Impact: High</p> | | |
| <p>To improve the cultural capital of pupils on the PPI through experiential learning. To improve cultural capital through reading. To consolidate understanding of texts. To develop understanding of characters. To make links to context and writer's intentions.</p> | <p>Curriculum visits, Theatre visits and theatre production companies</p> | <p>Drama: Student voice tells us that pupils really enjoy the visits and gain a much greater understanding of theatre as a result of the visits. Some pupils say that their parents do not value theatre and therefore would not pay £20 as they think it is not worth the money. Generally non-PPG students performed better than PPG students with double the amount gaining their FFT target in Drama. We need to focus on ensuring we are enabling our HPA students to achieve the top grades (7-9).</p> <p>English: The gap between PPG and non PPG students reduced for Literature GCSE results AO3 (Context) marks for Macbeth remained strong. We outperformed similar centres for</p> | <p>Support PPG parents with hardship application if we suspect they will need support. We need to consider how we can further support the financial requirement of these trips.</p> | <p>3300</p> |

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| <p>To improve AO1 and AO3 marks. To understand the form (play).</p> | | <p>AO2, which includes writer's intentions. Students performed better on Macbeth than A Christmas Carol and having the theatre company come in for a performance of Macbeth was definitely a contributing factor to this.</p> <p>History: Whitechapel Jack the Ripper Tours was priced at £9, PPG was charged £5 and school contribution was £4. School costs - £352</p> <p>Impact: High</p> | | |
| <p>To increase access to further sports opportunities and higher standards of coaching and competition.</p> | <p>Extra-curricular PE. Physical Education for students who perform at a high level in certain sports and activities.</p> | <p>The PPG was used to support a residential trip for Year 7 and Year 8 football teams to participate in the Joe Hart Soccer Tournament 2018. Students had some of the cost provided to ensure they were able to attend.</p> <p>Outcomes were: Building relationships with students from across the country using football as the catalyst.</p> | <p>More effective planning of the Joe Hart trip this year. Students responsible for the cost of the trip unless PPG criteria is met. The Hardship Fund can be used. PE leaders to ensure financial commitments can be met by students and school.</p> | <p>2600</p> |

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| | | <p>Playing against students of high ability to ensure our player development continues at a similar rate.</p> <p>Personal skill development in being away from home for 3 nights, therefore increased independence for students.</p> <p>Increased motivation to continue playing football / sport as much as possible outside of the curriculum.</p> <p>The 2018 GCSE results show that there is no significant difference in PE exam outcomes between PPG and non-PPG. For non-PPG students, a higher percentage of students met their FFT target with 35% compared to only 17% of PPG students. However, PPG students achieved a higher G4-9 percentage with 33% compared to 23%. For G7-9, PPG students also out-performed non-PPG students with 11% compared to 6%.</p> <p>Teaching Standard 8 - making a positive contribution to the wider life and ethos of the school. Teachers have built stronger relationships with students simply through providing them with better opportunities.</p> | | |
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| | | <p>The group of students have increased motivation to improve their ability within the game of football - this could potentially provide them with better pathway options as they make decisions in the coming years. A residential trip supports students' independence when away from home, therefore the group of students have developed in terms of SMSC (Social, Moral, Spiritual and Cultural) From a school perspective, LIS have built relationships with schools from across the country - these can be built upon in future years.</p> <p>Impact: High</p> | | |
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| <p>To improve students' teamwork skills and peer working relationships. To raise students' confidence and resilience through challenges set in fun extracurricular settings. To produce independent learners through a varied range of activities that focus on developing the independence of students. To widen students' whole-child experience through a broad range of clubs and</p> | <p>Enrichment projects, clubs and teams.</p> | <p>Broad range of clubs on offer for students whole school. High attendance in many of the clubs, in particular KS3 Sports clubs such as Football. There is a demand from students for more clubs to be offered, in particular within STEM. Strong PE and Music enrichment activities on offer. In years 7,8 and 10 more PPG students attend clubs than non PPG. More work must be done with year 9 to increase this figure. Not every department currently offers a club. Departments currently not offering a club are ICT, Media and Library. More lunchtime activities need to be offered which would impact positively on behaviour. We have a large number of clubs running before school and after school.</p> <p>Student voice and staff voice were conducted in May 2018. In terms of clubs, the enrichment offer for this academic year currently stands at 91 clubs running.</p> <p>Impact: High</p> | <p>In the past year we have seen the enrichment list grow and lessons learned from that would be to ensure support is provided as and when needed from AFO to staff running clubs. Recommendations for 18/19 would be:</p> <p>More thought needs to go into praise for staff running these clubs.</p> <p>CTLs need to get involved more to ensure clubs are running in departments and support the curriculum. Attendance needs to be more closely monitored and analysed. More focus on increasing the number of PPG & FSM students attending clubs.</p> | <p>300</p> |
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| enrichment activities. | | | | |
| To provide all students with the opportunity to continue learning an instrument or take up a new one. | Music Peripatetic staff | <p>Following improved results we have decided to give priority to GCSE music students for peripatetic lessons. Lessons will also be provided for KS3, but will be reduced. Peripatetic staff are also being used during GCSE whole class teaching</p> <p>Impact: Medium</p> | <p>NBR in charge of peripatetic provision.. Peripatetic lessons for GCSE students are taking place during music class time to reduce impact on other subjects. KS3 lessons continue to take place during class time with attendance registers taken by peri staff every week. A waiting list is also in place to replace students not making enough progress.</p> | 50,000 |

7. Additional detail

Next steps for year 2018/19:

Little Ilford School has been in the top 20% of schools for closing the gap for the last 2 years. It is our continuing priority to improve this rating to closing the gap between all learners and groups by raising achievement and attainment across the school.

Our actions this year include:

- Monitoring and supporting FSM current students as a higher priority
- Ensuring the higher attaining PP students have specific interventions in place
- Gathering improved student voice and other 'soft data' to measure impact. Consider cost to benefit ratio of different strategies.
- Reviewing the current provision of EMA/SEN to make it more bespoke to the needs of the students
- Considering national evidence on the most effective spending strategies for PP students.
- Using case studies of successful schools, and making contact with these schools, look for strategies that are having a big impact in many areas
- Ensuring one-off spending is decided and impact is evaluated, to help inform future purchases.