

Atrium Studio School

Disadvantaged Student Strategy Statement 2017–18

(Also known as “Pupil Premium”)



Date	Version	Comment
03.10.17	1	Doc created and drafted key information.
14.11.17	2	Updated “lessons learned” and updated planned expenditure to match latest plans.
13.12.17	3	Updated planned expenditure section.

At Atrium Studio School, we believe that every student should be supported to achieve success academically, socially and physically, no matter what their background. The targeted and strategic use of the Pupil Premium Grant supports us in achieving this aim.

Principles

The Pupil Premium Grant is additional money given to publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. In 2017–18, the money is available to schools to support students who are eligible for free school meals (or have been eligible in the past) and/or who have been ‘looked after’ by a local authority. Research has shown that children from these groups generally achieve less well than others. Ofsted’s school inspections report specifically on the attainment and progress of these students.

At Atrium Studio School we have based our spending on national research and other information that shows that the following strategies are effective in raising attainment:

1. We ensure that teaching and learning opportunities meet the needs of all the students.
2. We ensure that appropriate provision is made for students who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.
3. In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged.
4. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We will support any student or groups of students that we identify as being socially disadvantaged.

1. Summary Information

School	Atrium Studio				
Academic Year	2017-18	Total PP Budget	£19665 + £5140.44 from 2016-17	Date of most recent PP review	March 2017
Total Number of Students	103	Number of students eligible for Pupil Premium	20	Date for next review of this strategy	July 2018

Please note that the budget for this financial year has not been fully allocated. It will be reviewed periodically throughout the current academic year (2017 – 2018), and this Strategy Statement updated accordingly.

Note on the use of data within this document

The impact of actions taken within the school to support disadvantaged students is measured using a range of quantitative and qualitative judgements, including standardised data and attitudinal surveys for example. Where Progress 8 scores have been used, these are estimations based on teacher-based judgements of “current grades”, which are then projected (assuming students will make one full grade’s progress a year) to the end of year 11.

2. Current Attainment (Year 9 2017-18)									
Data source	September 2017				July 2018				Commentary (July 2017)
	All	Non-DS	DS	Non-DS/DS Gap	All	Non-DS	DS	Non-DS/DS Gap	
GL Progress Test in English	93.1	92.6	95.5	+2.9					
GL Progress Test in Maths	90.6	91.6	85.5	-6.1					
GL Progress Test in Science	93.9	94.5	91.0	-3.5					
GL Single Word Spelling Test (SWST)	92.6	92.1	95.2	+2.9					
GL New Group Reading Test (NGRT)	104.2	104.8	100.6	-4.2					
Current Attainment (Year 10 2017-18)									
Data source	September 2017				July 2018				Commentary (July 2017)
	All	Non-DS	DS	Non-DS/DS Gap	All	Non-DS	DS	Non-DS/DS Gap	
GL Progress Test in English	98.0	100.0	89.3	-10.7					
GL Progress Test in Maths	106.9	106.0	110.3	+4.3					
GL Progress Test in Science	Yr10 Tests not available from GL								
GL Single Word Spelling Test (SWST)	95.5	96.3	92.2	-3.9					
GL New Group Reading Test (NGRT)	107.8	108.8	101.7	-7.1					

Overall commentary on standardised test data

It is clear that at the beginning of the 2017-18 year, there is upwards of a 5% difference between DS and Non-DS in standardised age scores within Maths in Yr9 and English and Reading in Yr10. These must be carried forward into our priorities for 2017-18, building on the work of the previous years.

Current Attainment (Year 10 and 11 2017-18)									
Data source	Yr 10 End of Year (Summer 2017)				Yr11 End of Year (Summer 2018)				Commentary
	All	Non-DS	DS	Non-DS/DS Gap	All	Non-DS	DS	Non-DS/DS Gap	
Projected Progress 8	0.38	0.35	0.48	+0.13					
Projected Attainment 8	50.66	50.5	50.71	+0.21					
Data source	Yr 9 End of Year (Summer 2017)				Yr10 End of Year (Summer 2018)				Commentary
	All	Non-DS	DS	Non-DS/DS Gap	All	Non-DS	DS	Non-DS/DS Gap	
Projected Progress 8	-0.02	-0.01	-0.06	-0.05					
Projected Attainment 8	53.22	53.49	51.7	+1.67					

3. Barriers to future attainment (for students eligible for DS - including high ability)	
In-school barriers (issues to be addressed in school)	
A.	Below average literacy skills for 66% of DS (Yr9).
B.	Below average numeracy skills for 83% of DS (Yr9).
C.	Lack of IT access.
D.	Less than satisfactory attitude to home learning, time management and 'preparation for learning' skills.

External barriers (issues which also require action outside school, such as low attendance)	
E.	Low attendance; possibly linked to the extended day, distance travelled, and out of catchment students not receiving DCC transport.
F.	Parents facing financial difficulties. This results in students not wearing the correct uniform or having the necessary equipment for all Atrium lessons – including those of a specialist nature - and work experience.
G.	Lack of parental engagement with school.

4. Outcomes			
	Desired outcomes	Success Criteria	Evidence
A.	Improved literacy skills for all students, especially those who enter Year 9 with a significantly below average SAS, to help them make good progress.	<ul style="list-style-type: none"> All students achieve at least average progress (i.e. no student makes below-average progress) All Year 9 students progress by at least one stanine score in the SWST. 	<ul style="list-style-type: none"> July 2017-18 GL assessments in English (PTE). July 2017-18 GL assessments (NGRT and Year 9 SWST). P8 Scores for English
B.	Improved numeracy skills for all students who enter Year 9 with a significantly below average SAS, to help them make good progress.	<ul style="list-style-type: none"> All students achieve at least average progress (i.e. no student makes below-average progress) The two high ability students in Year 10 continue to make expected progress. 	<ul style="list-style-type: none"> July 2017-18 comparison GL assessments in Maths (PTM). P8 Scores in Maths
C.	All students are able to access a laptop in every lesson and in home learning.	<ul style="list-style-type: none"> All students are able to access technology to enrich their learning. 	<ul style="list-style-type: none"> Assistant Principal monitors this. Student Questionnaire in April 2018 (to include Year 11 students).
D.	Improved student attitudes to completing home learning. Students must organise their home learning time and attend all lessons with the required equipment.	<ul style="list-style-type: none"> Students to show an improvement in the completion of their home-learning, year on year. Behaviour points recorded for incomplete home learning in 2017-18 to be lower than previous years (for current yr11/10 only). Identified students are better organised and prepared for lessons. 	<ul style="list-style-type: none"> Assistant Principal monitors this. Record of Behaviour Points. Positive recorded feedback from subject teachers and TAs.
E.	Improved attendance.	<ul style="list-style-type: none"> Attendance improves for all students without certified reasons to meet school's target of 96%. Evidence for students with 'certified reasons for low absence' endorsed by EWO. All of these students improve their attendance from previous schools. 	<ul style="list-style-type: none"> Collated attendance data.
F.	All students attend Atrium wearing correct uniform and having the necessary equipment for all lessons – including those of a specialist nature – and work experience.	<ul style="list-style-type: none"> Students attend with the correct uniform or equipment. Feedback from employers is positive about students' presentation and readiness for work. 	<ul style="list-style-type: none"> Observations: in school and during work experience monitoring. Feedback from employers. Work experience evaluation final report in July 2018.
G.	Improved parental engagement with school regarding students' progress, attitudes to learning and homework.	<ul style="list-style-type: none"> Students' progress, attitudes to learning and home learning reflect increased parental engagement. 	<p>Evidence to include:</p> <ul style="list-style-type: none"> termly meetings with Principal/Assistant Principal, detailing progress conversations. notes from 1:1 discussions with parents student Planners confirming learning discussions with coaches and signed by parents

5. Planned expenditure 2017-18

i. Quality of teaching for all

Desired outcome	Chosen actions / approaches	Evidence / rationale for approaches	Implementation and monitoring	Staff lead	Costing	Impact Did this make a difference?
A, B Increased progress and attainment in literacy and numeracy skills	Continuing with policy of small class sizes (24 maximum).	EEF 'Teaching and Learning Toolkit' (www.educationendowmentfoundation.org.uk) notes a 'moderate impact' for this approach. However, student and parent feedback evidences the success of this policy (website comments and documented comments on file).	Ensuring that DSs make at least expected progress in their subject is an appraisal target for core Subject Leaders (monitored by Principal).	Principal	None	
A, B Increase progress and attainment in literacy and numeracy skills	Continuing with policy of extended school day on Monday-Thursday (9am-5.30pm)	Elongated school day provides more time in the safe, nurturing environment that our school provides. Students are able to access resources, facilities and expertise from teaching staff for their independent study work.	-	Principal	None	
A, B Increased progress and attainment in literacy and numeracy skills	Classroom strategies (familiarity with data, whether students are on/off track, seating plan, marking policy, providing effective feedback, prioritising Parents' Evening appointments for DSs).	Strategies adapted from 'A Pupil Premium Handbook for Cambridgeshire Schools', Cambridgeshire County Council (2012).	All teachers know their data-monitored via lesson observations (Leadership Team).	Leadership Team	None	See case studies. See OSH for English Department specifics.
C Improved access to IT	1:1 digital technology to ensure that all DSs are guaranteed a laptop to use both in classroom time and for home learning.	EEF notes 'moderate impact for moderate cost' for this strategy, if the technology supports students to work harder and more efficiently to improve their learning. Discussions with current Year 10 students (comments included, "It's faster to type than handwrite", and "It makes it easy to work in a group"). Our students are taught to work collaboratively using digital technology.	Monitored by Assistant Principal. Student survey at the end of Term 3 to determine success of this strategy.	Assistant Principal	£3976	Students have had access to laptops for any piece of work that they may require it for, also having priority access to laptops where there is a shortage. Our DS have been confidently accessing these laptops as/when required.
D Improved attitude to home learning, time management	Appointed Home Learning 'Coach' to work with DSs during extended school day - 1:1 support and small group tuition	EEF 'Teaching and Learning Toolkit' (www.educationendowmentfoundation.org.uk) notes a 'moderate impact for moderate cost' for small group tuition.	Coach plans work with individual students. Review at end of Term 1 and action any changes.	Principal	£2224.04	Extensive records from Sam Westaway. See more details from section A/B for progress measures. See individual student profiles for key interventions/targets/barriers as a result of these conversations.

<p>D Students to have a clear understanding of the link between improved attitudes to learning and increased employability opportunities .</p>	<p>DSs to get their preferred work experience placement in Year 10 (one week in each term), and have 1:1 coaching sessions to help them prepare for this. TA support during work placement process and purchase of PPE.</p>	<p>Ofsted report (24 November 2016) finds that poor coordination between schools and businesses are leaving large numbers of young people - particularly the disadvantaged -unprepared for the world of work.</p>	<p>1:1 discussions with DSs via personal coaches. Monitored by Assistant Principal – more rigorously following outcomes in 2016-17</p>	<p>Assistant Principal</p>	<p>£1,500 (transport costs for the students’ work experience ; TA assistance and purchase of PPE)</p>	
Quality of teaching for all – budgeted cost					£ 7700.04	

ii. Targeted support						
Desired outcome	Chosen actions / approaches	Evidence / rationale for approaches	Implementation and monitoring	Staff lead	Costing	Impact Did this make a difference?
A, B Improved literacy and numeracy	Access and Opportunity (A&O) curriculum	Parents, student view, feedback from students.	Taught by subject specialist staff. Monitored termly. Evidence from A&O termly reviews informs decision-making about the selection of individuals for the following term.	Principal	None	
A, B Improved literacy and numeracy	1:1 support for students identified from the A&O process.	Evidence from discussions and review of 2015-16 PP funding indicated more individualised programmes would have increased success.	Personal Coach to have fortnightly 1:1 coaching sessions with identified students.	Personal Coach	£ 2000 Extra appointment yet to be made	
A Improved literacy	HLTA to provide guided reading and increase students' confidence in reading.	EEF 'Teaching and Learning Toolkit' (www.educationendowmentfoundation.org.uk) notes a 'moderate impact for moderate cost' for this small group tuition	More rigorous management of reading programme. Increased testing of reading, spelling and literacy. Review at end of Term 1 (monitored by Assistant Principal).	Assistant Principal	£800	
A Improved literacy	'Reading Plus' programme implemented in Term 3.	Reading Plus is a new web-based programme designed to bridge the gap between functional literacy skills and reading for meaning. Research-based and proven, Reading Plus simultaneously develops all three domains of reading: physical, cognitive, and emotional. This approach builds the physical skills essential for fluency and stamina, provides the personalised, levelled content that allows students to build vocabulary and comprehension, and taps into student interests to build confidence and motivation.	Implemented in April 2017. Students receive 12 months of support. Monitored termly by Subject leader of English.	Subject leader of English	£1800	
B Improved numeracy	HLTA to provide small group Maths coaching to increase basic skills.	EEF 'Teaching and Learning Toolkit' (www.educationendowmentfoundation.org.uk) notes a 'moderate impact for moderate cost' for this small group tuition.	Teacher- and student-guided action plan to be implemented for 2017–2018. Review at end of Term 1 (monitored by Assistant Principal).	Assistant Principal	£800	
B Improved numeracy	"MathsWatch" subscription	MathsWatch is a web-based programme designed to formatively assess and provide feedback to students across the Maths curriculum. It is to be used in intervention, A&O and generally to support students in numeracy. As well as providing assessments, there are support sections, including informative videos.	Subscription for the year 2017-18, monitored by WDD and MSS	Subject Leader of Maths	£350	
E Improved attendance	Engage parents of students who have previously been 'home educated' and work together to	Education Welfare Officer advice.	Percentage attendance figures monitored weekly by	Assistant Principal	None	

	improve attendance.		Assistant Principal.			
F Correct uniform and equipment – also for work experience	Provide financial assistance for uniform, school trips, transport and equipment.	Discussions with parents last year resulted in improved attendance for two students, who had assistance with school uniform (improving their self-esteem); payment for music lessons, school trips and Enrichment Week. This enabled them to experience an enriched curriculum.	Letter to parents at start of year (monitored by Assistant Principal). Termly contact by Principal and Assistant Principal to review needs.	Principal and Assistant Principal	£ 2300	
A,B	<p>Focused programme of 'stretch and challenge' led by Science specialist working with small groups of identified high achievers. Will aim to improve scientific literacy and numeracy.</p> <p>Targeted use of examination questions in and out of class further supported DS in Science.</p>	EEF 'Teaching and Learning Toolkit' (www.educationendowmentfoundation.org.uk) notes a 'moderate impact for moderate cost' for this small group tuition.	Implemented in Term 3 (monitored by Science Subject Leader).	Principal	£ 450	To include: ExamPro Educake
A,B	Science technician to provide small group support with scientific literacy and numeracy, providing targeted intervention for specific students.	EEF 'Teaching and Learning Toolkit' (www.educationendowmentfoundation.org.uk) notes a 'moderate impact for moderate cost' for this small group tuition.	Implemented from Term 2 (2017-18) to run during "study support" sessions. Overseen by Science Subject Leader and MSS.	Principal and SL of Science.	£1300	
Targeted support – budgeted cost	£9800.00					

iii. Other approaches						
Desired outcome	Chosen actions / approaches	Evidence / rationale for approaches	Implementation and monitoring	Staff lead	Costing	Impact Did this make a difference?
A, B, D Staff are able to utilise student data effectively, leading to improved teaching and learning, and ultimately to increased literacy and numeracy.	Data admin Assistant and further admin staff analyse achievement data and produce individualised student case studies for all staff.	'The pupil premium: an update' (Ofsted July 2014) notes good practice examples: schools using achievement data frequently to check on effectiveness of interventions and make adjustments accordingly (p.11); develop staff use of data (p.12). This approach will allow the Leadership Team – on a termly basis after reviews - to make informed choices of interventions that match the particular needs of each student.	Information collected and analysed at end of Term 1 and Term 2. Case studies are provided and shared with all teaching staff, and reviewed at staff briefings (monitored by Principal).	Data admin team. Principal	£700	
D, G Improved attitude to learning. Motivation to improve and raise aspirations.	'Raising Aspiration' Programme	EEF Teaching and Learning Toolkit ('Pupil Premium: Guidance & Toolkit 2014-2015, p.6) recommends teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning as a 'well-proven, high impact approach'.	10 x1 hour sessions. Work through books 'Rhinoceros Success' (S. Alexander, 1980) and 'Get Better Grades: Cool Study Skills for Red Hot Results' (M. Agnew, 1995). Monitored by Principal.	Principal	£ 341.90	
-	Appointment of Nick Long as Co-ordinator of DS	-	Monitored by Principal.	Principal	£1300	
Other approaches – budgeted cost					£ 2341.90	
Total allocated PP budget					£ 18,542.34	

6. Review of expenditure – Previous academic year 2016-17

i. Quality of teaching for all				
Desired outcome	Chosen actions / approaches	Impact (including impact on non-DS if appropriate)	Lessons learned	Cost
A, B Increased progress and attainment in literacy and numeracy skills	Continuing with policy of small class sizes (24 maximum).	Yr10 (2016-17): Average student progress 8 score increased by 0.15, DS especially by 0.44 (from July 2016 – July 2017). Shows more than average progress. 7 of the 9 students have a positive progress 8. Yr9 (2016-17): The average P8 score decreased from +0.25 (Dec-16) to -0.02. The average DS score also decreased, but by a slightly smaller amount (+0.19 to -0.06). Overall, decrease likely to getting to know the students better, and forming a more accurate judgement of their "current" grade. 4/6 DS students have improved their progress 8 score from December 2015- July 2016.	Students, teachers, and parents comment on the smaller class size being much more conducive to quality learning. We will continue to offer this for as long as possible and continue monitoring.	None
A, B Increased progress and attainment in literacy and numeracy skills	Classroom strategies (familiarity with data, whether students are on/off track, seating plan, marking policy, providing effective feedback, prioritising Parents' Evening appointments for DSs).	See case studies. See OSH for English Department specifics.	Effective strategies should be shared with all staff on a more frequent basis. An avenue for achieving this is through having it on the agenda for subject, tutor and in whole-staff meetings.	None

C Improved access to IT	1:1 digital technology to ensure that all DSs are guaranteed a laptop to use both in classroom time and for home learning (independent study).	Students have had access to laptops for any piece of work that they may require it for, also having guaranteed priority access to laptops where there is a shortage. Our DS have been confidently accessing these laptops as/when required. All students feel they have benefitted from this access.	As much as we have a strong supply of IT equipment, there is still room for growth and we are not quite at the stage of having 1:1 digital technology for all students at all times. DS still have priority. Also aware that not all DS have access to digital technology/the internet at home, and therefore we need to provide this facility across the school day (including independent study).	£3976
D Improved attitude to home learning (independent study work), time management	Appointed Home Learning 'Coach' to work with DSs during extended school day - 1:1 support and small group tuition	Extensive records from Sam Westaway. See more details from section A/B for progress measures. See individual student profiles for key interventions/targets/barriers as a result of these conversations. As a result of the DS survey, 11/12 students felt coaching had a benefit, with 8/12 feeling it had a positive impact on their subjects. Comments from the survey include: "It lets me know how I am doing and to help with targets." "He's a brilliant coach and needs to keep coaching, he's been really helpful to me". "It has helped with being more organised with school, and this has had somewhat of an effect on my subjects".	Coaching has clearly been very beneficial for students, holistically and within subjects. This needs to continue into 2017/18 to be monitored by Sam Westaway. EEF grades coaching as being "moderate impact for moderate cost", however, we feel it is rather a "good" impact for "moderate cost".	£2224.04
D Students to have a clear understanding of the link between improved attitudes to learning and increased employability opportunities.	DSs to get their preferred work experience placement in Year 10 (one week in each term), and have 1:1 coaching sessions to help them prepare for this. TA support during work placement process and purchase of PPE.	Majority of DS have had first choice of work experience placements. Some DS (3/9) in Rigorous monitoring and more personalised support required for 2017-18, DS need to still be a priority for having placements, to include equipment and transport as needed. In a DS survey, students shared that the majority of them felt well supported. Suggestions from them were to have more regular communication between staff/students regarding the progress of their application, as well as having the option to speak to their employer prior to starting the placement too. See the above section for more details.	Our work placement offering is working well for the majority of students, who receive success-skills from real experience. However, we recognise a small number of students will need highly focussed, targeted support to ensure the initial stages of placement are effective. We will need to appoint somebody to manage work experience placements, including building in time to oversee placements for DS.	£1,500 (transport costs for the students' work experience; TA assistance and purchase of PPE)
Quality of Teaching Budget Costing				£7700.04
ii. Targeted support				
Desired outcome	Chosen actions / approaches	Impact (including impact on non-DS if appropriate)	Lessons learned	Cost

1. A, B Improved literacy and numeracy	Access and Opportunity (A&O) curriculum	<p>Year 9 and 10 DS P8 scores in Maths have improved from 0.07 to 0.47 in Year 9, 0.16 to 0.28 in Year 10.</p> <p>Year 9 and 10 DS P8 scores for English did not improve, as expected.</p> <p>Structuring and use of the Maths and English A&O was interchanged according to students' needs for the third term of year 2016-17. Some students provided more Maths or English time as necessary.</p>	In English, the A&O provision will be significantly restructured to focus sharply on the areas where students face difficulty. We are continuing to analyse these.	None
2. A, B Improved literacy and numeracy	1:1 support for students identified from the A&O process.	See coaching records from Sam Westaway and student profiles/DS updates.	Coaching has clearly been very beneficial for students, holistically and within subjects. This needs to continue into 2017/18 to be monitored by Sam Westaway. EEF grades coaching as being "moderate impact for moderate cost", however, we feel it is rather a "good" impact for "moderate cost".	£ 1727.50
A 3. Improved literacy	HLTA to provide guided reading and increase students' confidence in reading.	<p>Students reading together in a small group session. Yr9s had more success than the year 10 group.</p> <p>In the Yr9 reading group, 100% maintained their progress 8 score.</p> <p>In the DS survey, on average students gave a score of 44/50 to the question "Have you improved?" Where 0 is no improvement. 8/8 felt they had improved in their reading/English as a result.</p> <p>Spelling tests SWST in 2016-17 gave a standard age score of 90.8, 2017-18 gave 92.2, suggesting slightly more than expected progress has been made in spelling.</p>	DS have clearly benefited from the intervention programme and we need to ensure it is better matched to needs. Therefore, we need to develop a finely tuned analysis of what they find difficult.	£800
A 4. Improved literacy	'Reading Plus' programme implemented in Term 3.	Progress can be noted on Reading Plus.	RP to be continued in 2017-18 for those who clearly benefitted, as well as a selection of year 10 pupils for reading and comprehension practice. OSH and MES to monitor progress in this area closely.	£1800
B 5. Improved numeracy	HLTA to provide small group Maths coaching to increase basic skills.	<p>In the DS survey, students scored their improvement as a result of this support at an average of 42/50, where 0 is no improvement. 9/9 students felt they had improved in Maths as a result of this support.</p> <p>In Yr10, those attending these maths support maintained the same P8 score from July 2016 – July 2017.</p>	Further analysis required into students basic skills.	£800
B 6. Improved numeracy	Focused programme of support led by Maths specialist (Becky) working	Worked with a handful of DS in 2016-17, encouraging	Targeted intervention for very small groups – 1 or 2 students has shown marked	£445

	with small group of identified students.	progress in basic numeracy skills.	impact. We need to continue to provide this style of support, and it needs to be designed to enrich and enhance provision for students including the most able.	
E 7. Improved attendance	Engage parents of students who have previously been 'home educated' and work together to improve attendance.	Overall attendance for DS improved from 93.32% for the academic year 2015-16, to 94.15% for the academic year 2016-17.	Continue to monitor and assess the impact of attendance policy. Ensure that students whose attendance is particularly low have provision to catch up, so that they not missing key learning. Design and set up system to ensure that coaches are aware of students with low attendance, have conversations with these students regarding catching up and that the provision for this catch up is effective.	None
F 8. Correct uniform and equipment – also for work experience	Provide financial assistance for uniform, school trips, transport and equipment.	See improvements in attendance.		£ 800
9.	Focused programme of 'stretch and challenge' led by Science specialist working with small groups of identified high achievers. E.g. the opportunity to attend a Science workshop with Exeter University, learning about diabetes, using high-level practical skills. Targeted use of examination questions in and out of class.	Profile of the subject raised for those students who chose to attend. Students gained knowledge/understanding of how to approach science examination questions and had access to realistic testing thanks to ExamPro. Yr9 attitudes improved, greater awareness of opportunities, saw the relevance of science. DS benefited from the targeted use of examination questions shown in, for example, subject test scores and quality of written answers.	Seek to replicate this successful provision, ideally with same staffing.	£ 450
Targeted support Budget Costing				£ 6822.50

iii. Other approaches				
Desired outcome	Chosen actions / approaches	Impact (including impact on non-DS if appropriate)	Lessons learned	Cost
A, B, D Staff are able to utilise student data effectively, leading to improved teaching and learning, and ultimately to increased literacy and numeracy.	Data admin Assistant and further admin staff analyse achievement data and produce individualised student case studies for all staff.	Introducing 4Matrix has allowed staff to better drive interventions, seating plans, and conversations with students. Review of case studies suggest they were not sufficiently effective, because the data was not sufficiently live or pertinent.	We need to develop a live-electronic system to support the case study folders. Continue to develop our electronic systems in school, including 4Matrix, so that everybody has access to data that it is specific to their needs in terms of helping students.	£700
D, G Improved attitude to learning. Motivation to improve and raise aspirations.	'Raising Aspiration' Programme	Following the anonymised DS survey, most students saw the benefit of the programme, feeling their aspirations have indeed been raised. Some identified	To improve analysis of the impact for 2017-18, introduce a baseline questionnaire for the	£ 341.90

		<p>a benefit across their other subjects too. 4/7 students felt their aspirations had been raised. 4/7 students felt that they had improved in their subjects as a result of the programme. Comments included "It is a very good program to help me achieve more in lessons and my subjects." And "it has helped in my learning..."</p>	<p>programme, to be followed up again at the end.</p>	
Other approaches Budget Costing				£961.90
Total Expenditure for 2017-18				£ 15,574.44