

Improving progress in underperforming PP students

Identification

Actions

Outcomes

Evaluation

Identify all Year 10 PP students, classes and teachers

Budget secured to provide the students with text books for all 3 subjects. They cover the complete course for each. Letters sent home via post to inform and involve parents.

Not all students wanted the books, many were reluctant to take them home. The department had a number of books that were not claimed even after several attempts to hand them out and encourage students to take them home with them.

To buy revision books and possibly the required practical books instead of the text books. This will, hopefully, encourage students to use them more and will save money which can be used elsewhere e.g. more/extended support sessions.

Identify all Year 11 PP students, classes and teachers

Budget secured to provide all students with exam practise books for all 3 subjects, the corresponding answer books and workbooks for the required practicals (replacement for all coursework) for all 3 subjects. Emails sent to all relevant parents to both inform and involve them.

All students spoken to loved the books provided for exam practise and the required practicals. Many used them in paired and group work in class with other non-PP students who appreciated the resource just as much and benefited from them. The overwhelming opinion was that they would have liked them earlier in the year.

Books to be ordered and handed out to students at the start of year 11 and used as homework /prep work or additional revision work both at home and class. All teachers to be given copies of these books to allow them to focus students on revision and incorporate them into lessons.

Identify all underachieving year 11 PP students using SISRA analytics to compare Autumn mock results against FFT20 data.

Meeting with all staff regarding the improvement of progress for PP students at year 11 and strategies for the classroom. Discussion of after school support sessions for the underachieving year 11 students and the need for these sessions to be staffed. Budget secured to pay staff to run these sessions. Emails sent to relevant parents inviting their sons/daughters.

The sessions were run after the Easter holidays for the run up to the GCSE exams. They were run by a consistently outstanding practitioner across all 3 subjects on a set day after school. Whilst many used this opportunity for support, those that were disengaged in class were the ones that did attend and neither did their parents respond to the emails.

These sessions to be started earlier next year and to look at possibility of extending these to year 9 and 10 to try to address issues earlier rather than trying to 'fix' them in year 11 prior to their exams. Introduction of intervention tutor groups maybe at year 10 when they are not being asked to attend English/maths intervention. 52% of those targeted improved when final mocks were compared to FFT20. Triple students improved the least. Implement new prep lessons for them and revision programme.

Book scrutiny as part of SLT meeting to compare PP and non-PP students books. To look specifically at the 'Big 6'

Common themes were firstly the lack of quality MRI produced by these students and in some cases the lack of quality feedback to enable progression.
A new document to be created to focus teachers feedback and to encourage greater quality MRI for students.

Outcomes of book scrutiny fed back to staff along with idea for the new resource and how it should look. Another member of staff took on the responsibility of creating an exemplar sheet.

New marking policy using the sheet which is being written into the SOL for all year groups across all 3 subjects. Further evaluation needed over the next academic year.

SWAT analysis using year 11 students to look at the present structure of year 11 lessons which are revision of content that has been taught during year 9 & 10

Students to take more ownership of their year 11 revision lessons. To look at the activities that they believed would benefit them at the time and the barriers that existed against their learning/engagement in these lessons.

A lot of ideas and issues raised by students who were very honest. One main issue was they did not know how to revise. This was fed back to staff and HOY. Vice-principal did session with one class that was observed so that other staff could deliver similar sessions. Changes to structure of lessons were trialled with varied success depending on classes and students.

Results of this and discussion of the success of the year 11 lesson structure was the focus of several staff meetings. The final outcome was that the whole structure of lessons is being changed and a new SOL set up for year 11. All staff members involved are taking ownership of this. It will allow students to take more ownership of their revision, differentiation, skills practise for new style of exams, comparable assessments and consistency cross all 3 subjects.

My Leadership

Leading by example—taking risks in the classroom and enthusing others to have the confidence to do the same.

Meeting with staff members/teachers/HOS/SLT to collate ideas /consult on ideas.

Data analysis to inform decisions/change.

Implement change

Set deadlines

Delegate tasks/responsibility for tasks/monitoring/deadlines

Meeting/collaborating with SLT/HODs on a number of projects has led me to be able to make informed decisions about changes needed, implement that change, get others on board and to build more effective working relationships across the teaching staff and the support staff.