

**Key objectives:**

1. To narrow the progress and attainment gap of disadvantaged students.
2. To improve the attendance of disadvantaged students.
3. To improve the literacy and numeracy of year 7 disadvantaged students.

Category	Spend	Actions	Success criteria	Impact RAGG
Improved Year 7 disadvantaged literacy progress	£107,826	CPD for staff to deliver 'Talk for Writing' and Quality First Teaching.	All staff are using talk for writing strategies.	<p><b>Impact – RED</b></p> <p>Talk for writing has been a teaching and learning strategy used across the whole school. The Maths and English department have shown that this strategy has had an impact on the 2018 results.</p> <p>English P8 -0.08 (-0.43) PP -0.64 (-0.6)            Maths P8 -0.17 (-0.36) PP -0.47 (-0.6)            English A8 9.3 (8.61) PP 7.41 (7.22)            Maths A8 8.19 (7.59) PP 9.3 (5.89)</p> <p>Lexia reading intervention was used for SEN students to improve reading ages. 36/54 students who were selected across year 7, 8 and 9 improved their reading age by 22 months on average.</p> <p>Accelerated reader was used for TG groups of students.            Year 7 – 2/7 students made progress from the start of the program in November 2017 to the end in January 2018.            Year 8 – 6/7 students made progress from the start of the program in November 2017 to the end in January 2018.            Year 9 - 3/7 students made progress from the start of the program in November 2017 to the end in January 2018. Students made progress from the start of the program.</p> <p>Literacy interventions show that 15% of disadvantaged students are working above their end of year 7 estimates. 45% of students are working at their end of year estimates.</p>
Improved Year 7 literacy progress		Increased use of Lexia and Accelerated Reader to support reading for selected students. Year 7 Literacy catch up sessions for selected students.	Improve the reading ages of year 7 disadvantaged students.	

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Diminish the difference for disadvantaged students by accelerating progress of all students		CPD on high quality marking and feedback to be delivered and the introduction of Talk4Writing strategies to improve literacy.	<p>All staff are using talk for writing strategies.</p> <p>Lesson observations and book scrutinies show there is no difference in the quality, presentation and marking and feedback between disadvantaged and non-disadvantaged students.</p>	<p><b>Impact – RED</b></p> <p>Progress 8 scores provide evidence that this is still an area for improvement even though, some evidence supports improvement.</p> <p>Talk for writing has had a positive impact on both staff and students. Quality assurance has been carried out at every level. Students for example commented on how useful they found the ‘washing lines’, <i>“it reminds us of what we’ve learnt before”</i>.</p> <p>Julia Strong the lead on the T4W initiative commented on how engaged the students were: <i>“When visiting lessons, I was very impressed by the teaching that I saw, in particular how much the students were engaged in their learning and how well some of the key Talk for Writing processes were being implemented effectively to help the students learn.”</i></p> <p>Following a visit to the school, <i>“By the end of the day, I felt very impressed by how Talk for Writing was being implemented in Royds Hall to help students communicate more effectively across the curriculum.”</i></p>
Improved year 7 literacy and numeracy progress.	£39.576	Literacy club for Catch up students together with 4-1 Literacy intervention for Catch-up students Targeted Maths interventions.	Improve the literacy and numeracy levels of year 7 pp students.	<p><b>Impact – RED</b></p> <p>As per above for literacy.</p> <p>Maths intervention shows that disadvantaged students receiving catch up intervention were working at the same grade in their pre and post-test as non-disadvantaged catch up students.</p>
Year 11 cohort make at least expected progress in English and Maths .		Daily small group sessions in Maths and English for selected Year 11 disadvantaged students with Lead Practitioners.	Narrow the gap between disadvantaged and non-disadvantaged students.	<p><b>Impact - RED</b></p> <p>This intervention was not specifically aimed at disadvantaged students and therefore recorded data does not show specifically what impact the intervention has had on disadvantaged students. As per the whole school results the intervention has not had the necessary impact to close the gap between PP and non PP.</p> <p>English P8-0.08 PP -0.64 Maths P8 -0.17 PP -0.47 English A8 9.3 PP 7.41 Maths A8 8.19 PP 9.3</p>

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Increased attendance rates of disadvantaged students.	£77,000	Attendance officers employed to monitor pupils and follow up quickly on trancies. First day response provision. Family support worker to work with attendance officer.	Narrow the attendance gap between disadvantaged and non-disadvantaged students.	<p><b>Impact – RED</b></p> <p>Attendance rates for disadvantaged students are still below non-disadvantaged students across all year groups. Persistence absence is still higher for disadvantaged students across year groups 7, 8, 10 and 11.</p> <table border="1"> <caption>Attendance by year group</caption> <thead> <tr> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>95.74%</td> <td>94.40%</td> <td>94.27%</td> <td>87.38%</td> <td>86.92%</td> </tr> <tr> <td>NPP</td> <td>97.08%</td> <td>96.10%</td> <td>96.36%</td> <td>95.33%</td> <td>95.53%</td> </tr> </tbody> </table>		7	8	9	10	11	PP	95.74%	94.40%	94.27%	87.38%	86.92%	NPP	97.08%	96.10%	96.36%	95.33%	95.53%
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Support for disadvantaged students is offered through our wellbeing centre.		Well-being centre staff to offer one to one and group support to disadvantaged students who are referred.	Disadvantaged students who have accessed the support have shown improvement in attendance, behaviour, progress and attainment.	<p><b>Impact – Amber</b></p> <p>The wellbeing team supported 134 students through various interventions in 2017-18. 40% of those students seen were disadvantaged. 52% of all the students who received 1 to 1 mentoring were PP. 33% of all the students who received Think Good feel Good intervention were disadvantaged. 33% of all the students that attended the exam stress course were disadvantaged. 50% of students on the Nurture course were disadvantaged. The wellbeing team use SDQ and Boxall profile as a way to measure impact on the interventions received. 95% of all disadvantaged students who received some form of intervention from the wellbeing team made an improvement in their wellbeing compared to 8% none disadvantaged.</p>																		