

# CITY OF DERBY ACADEMY

Farmhouse Road, Sinfin, Derby DE24 3AR

Tel: 01332 270 450 Email: [admin@cityofderbyacademy.org](mailto:admin@cityofderbyacademy.org)

Web: [www.cityofderbyacademy.org](http://www.cityofderbyacademy.org)

Headteacher: Mr P Smith



## **Pupil Premium Strategy Statement**

**2018/19**

**Impact to be reviewed termly**

**Next review – January 2019**

## **What is the Pupil Premium?**

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

In the 2018-19 financial year, schools will receive £935 for each pupil in Y7 to Y11 registered as eligible for free school meals at any point in the last 6 years. Schools will also receive £1,900 for each pupil who has left local-authority care because of adoption, a special guardianship order, a child arrangement order or a residence order.

Pupils who have been in local-authority care for one day or more also attract £2300 of Pupil Premium Plus funding. However, funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing Pupil Premium Plus funding for looked-after children.

Children of service personnel attract £300 of Service Pupil Premium (SPP) funding which is designed to assist schools in providing mainly non-educational support (known as pastoral care) to these children.

## **How will parents know if it is working?**

We track all students' progress so we can see if the intervention we are putting in place is working. We report to parents about the progress of their child regularly throughout the year.

## **Where can I get more information?**

For more information about our support and intervention for students receiving the pupil premium grant, please contact your child's Head of Year:  
Y7 – Mr Mumtaz    Y8 – Mr Day    Y9 - Mr Cholerton    Y10 – Mrs Goodman    Y11 –Mr Bult

## **I'm not sure if my child could have free school meals or qualify for the Pupil Premium grant - where can I get more information?**

Please contact Mrs Rimmer in the school office who will be happy to help with any enquiries – 01332 270450

Email: [admin@cityofderbyacademy.org](mailto:admin@cityofderbyacademy.org)

Children from 'non-disadvantaged' families...	Children from 'disadvantaged' families...	CODA Response
Know 1100 words at 3	Know 400 words at 3	All teachers are the teachers of language
Engage in 487 verbal interaction per hour	Engage in 167 verbal interactions per hour	Oracy Culture across the school
Enjoy 500000 encouragements	Only enjoy 20000 encouragements	System of meaningful relationships and rewards
Given 15000 discouragements	Given 300000 discouragements	Tackle the behaviour and NOT the child
Have more than 100 books	Have fewer than 20 books	The library and literacy is in every classroom

# Pupil premium strategy / self- evaluation

1. Summary information					
School	City of Derby Academy				
Academic Year	2018/19	Total PP budget	£358,105	Date of most recent internal PP Review	May 2018
Total number of pupils	923	Number of pupils eligible for PP	384 2017/18	Date for next internal review of this strategy	Sept 2018

2. Current attainment			
	All CoDA pupils (2017 in blue)	Pupils eligible for PP (CoDA) (2017 in blue)	Pupils not eligible for PP (CoDA) (2017 in blue)
% achieving 9-4 in English and Maths	34% 32.8%	24% 19.2%	43.03 41.5%
EBACC APS	7% 2.75	5% 2.27	5% 3.06
Progress 8 score average	- 0.82 -0.62 (projected)	-0.74 -0.96 (projected)	-0.84 -0.38 (projected)
Attainment 8 score average:	29.38 30.95	26.23 26.09	32.10 34.03
- HAPs	44.96 47.58	50.31 39.20	45.18 53.57
- MAPS	33.11 36.98	30.92 33.21	35.04 39.49
- LAPS	16.73 22.78	17.23 21.08	18.91 24.78

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	The attainment gap between disadvantaged and non-disadvantaged students is consistent across all subjects. An example of this can be seen in the low levels of literacy with 84% with a reading age below their actual age in years 7-9
B.	Low aspirations/little understanding of the value of education. Motivation levels and attitudes to learning are low in school (PASS survey). The discrepancy, using the school 3Rs behaviour monitoring, is an average of 1.6 for non-disadvantaged and 1.7 for disadvantaged pupils.
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	

<b>C.</b>	High absence rates for PP pupils – IN 2017-2018 the absence rate of students not eligible for PP is 5.1. For students eligible for PP, it is 9.3. The persistent absence rate for disadvantaged students across the school is 30.6%, compared to 15.1% for non-disadvantaged.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	To improve the literacy levels of through a targeted and specific range of interventions by specialist teachers.	The gap between PP pupils and non PP will reduce. Literacy levels of all pupils will improve.
<b>B.</b>	To increase our offer of learning opportunities through lunch time clubs, after school clubs, peripatetic teaching, rewards events and extra-curricular activities to help engage pupils in a wider range of learning opportunities.	Extra-curricular activities and events will be attended by the same proportions of PP pupils as non PP.
<b>C.</b>	To raise the aspirations of our pupils through activities that demonstrate the value of success and rewarding them for positive behaviour for learning and effort in school.	PP pupils will have increased their aspirations, behaviour in school will improve and they will receive rewards as often as non PP pupils.
<b>D.</b>	To improve the absence rates by targeting PP pupils with low attendance and addressing individual barriers to attending school.	Close the gap in the absence rates between PP pupils and non PP Pupils.
<b>E.</b>	To close the attainment gap between eligible and non-eligible pupils by using more targeted intervention and improved in-year tracking of Year 11 pupils based on the PiXL DTT model.	Attainment and progress of eligible pupils increases and the gap between eligible and non-eligible pupils narrows.

## 5. Planned expenditure

Academic year

2018/19

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

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teachers to use Classcharts and Go4Schools to identify PP pupils in their classes.	All teachers and support staff are aware of the PP pupils that they teach and are identifying strategies for key individuals, in particular more able PP students	All teaching staff are responsible for the success, development and progress of PP pupils, and the whole school focus on the improvement of quality first teaching will benefit all pupils, including those who qualify for PPG.	Monitor through lesson observations and climate walks. Staff development opportunities will be provided throughout the year. RM to deliver staff training in Sept 2018 to raise PPG profile in school. RM will lead on climate walks to ensure all teachers know who their disadvantaged pupils are and use strategies to accelerate	CR/MH/RM	Sept 2018
Teachers will be given a checklist of teaching strategies and expectations. CODADA lesson philosophy	Improve the consistency in the quality of lessons on a daily basis. This will increase focus on low stakes testing and key vocabulary	Quality of teaching matters most to disadvantaged students, according to the Sutton Trust	Monitored during observations and climate walks.	RM/MH/SLT	Sept 2018

<p>All teachers set weekly homework in line with their department's homework policy.</p>	<p>All PP pupils receive weekly homework from every subject, they complete the work on time and to the best of their ability We will provide a safe place to complete homework, with the library being available at lunchtimes and between 3-</p>	<p>EEF toolkit suggests that regular, meaningful homework can add 5 months of learning per year</p>	<p>Teacher observations (3 per year), PP Climate Walks and Faculty Quality Reviews will include a focus on homework setting and completion. Classcharts can track this being done consistently in departments – RM to monitor this.</p>	<p>HoD for each faculty, monitored by RM.</p>	<p>April 2019.</p>
<p>Teachers to provide all students including PP pupils with detailed feedback about their learning from each of their teachers. Disadvantaged students will be a focus on the training provided as the whole school review and implementation of the feedback and assessment policy.  All students have target stickers on books</p>	<p>PP pupils know their current level of performance in each subject and know how to improve</p>	<p>EEF toolkit suggests that quality feedback can add 8 months of learning per year</p>	<p>Teacher observations (3 per year), PP Climate Walks and Faculty Quality Reviews will include a focus on quality of feedback</p>	<p>RM/AH (flightpaths)</p>	<p>June 2019</p>
<p>Staff training on making the learning the focus of their lesson.</p>	<p>Teachers focus their lessons on the learning that they intend to take place.</p>	<p>Too many lessons are task driven and not differentiated effectively with a learning focus. Providing training on this over the coming weeks will improve outcomes for all pupils, but according to the EEF this is especially valuable to PP pupils.</p>	<p>Quality first teaching across the school will be evident in lesson observations and climate walks.</p>	<p>MH/RM/CR</p>	<p>Jan 19</p>
<p><b>Total budgeted cost</b></p>					<p>£180,000</p>

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>PP receive mentoring. Targeted mentoring by DHoYs.</p> <p>ES to target group of PPG boys at risk of exclusion - cost is time</p> <p>TFTF to work with identified groups in years 7, 8 and 9</p>	<p>Disadvantaged students will receive individualised pastoral and behavioural support, including helping them maximise the learning opportunities outside of school.</p> <p>PP student attendance and behaviour improves.</p> <p>Evidenced by reduced exclusions, Class Charts data, Absence data</p>	<p>Regular attendance and positive attitudes to learning improves outcomes. 2017-18 evidenced PP students attended less regularly, achieved lower BFL ratios and achieved less well</p>	<p>Behaviour, assessment and absence data will be analysed to ensure targeted pupils are making expected progress. Mentors will keep a record of their sessions using a pro forma created by RM.</p>	<p>RM/ES/AB</p>	<p>Jan 2019.</p>
<p>Purchase licences for whole school to complete the PASS survey.</p>	<p>Reduce absence rates, raise aspirations, learning resilience and self-esteem of PPG pupils. Following the initial use of the PASS survey to identify barriers, the <b>Pupil Well Being Lead</b> teacher will analyse the outcomes of the survey and plan strategies to overcome the barriers for students.</p>	<p>According to the DfE Research Report: The impact of Behaviour and Wellbeing on Educational Outcomes “Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school.”</p>	<p>RM/ Well Being Lead teacher will analyse PASS data across KS3 - RM will analyse this data specifically for PP pupils to ensure monitor impact of strategies.</p>	<p>RM/WBL teacher</p>	<p>Sept 2018</p>

<p>Appointment of an Attendance officer. Improve the process/flow of absence management</p>	<p>Reduce the rates of persistent absenteeism among disadvantaged pupils in the school. Appropriate staff given, timely, accurate data to intervene</p>	<p>As of April 2018 the absence rate of non PP is 5.1. For PP it is 9.3. The appointment of an attendance officer who will work closely with DHoYS in order to work with pupils and families to reduce absence rates.</p>	<p>Measured by absence data.  There will be clear monitoring and tracking of the absence data across all year groups.</p>	<p>AB/RM</p>	<p>Ongoing.</p>
<p>Appoint a Literacy co-ordinator.</p>	<p>Improve literacy levels of PPG pupils. Introduce a range of targeted interventions introduced by the literacy co-ordinator in order to raise whole-school literacy levels.  TLR 2.2</p>	<p>According to the EEF targeting reading comprehension is a high impact, high value strategy.</p>	<p>Classroom teachers will monitor. RM/Literacy Co-ordinator will analyse data across KS3 - RM will analyse this data specifically for PP pupils to ensure expected progress is being made.</p>	<p>RM/LC</p>	<p>Sept.2018</p>
<p>Targeted catch up sessions following every data entry point in core subjects. Linked to the DTT philosophy</p>	<p>Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.  RM will meet with CTLs after every data collection point to identify underachieving students and agree on additional intervention strategies.</p>	<p>Additional catch up lessons to disadvantaged pupils will allow them greater access to quality first teaching, and they are the ones who benefit the most from this.</p>	<p>AH/RM/CTLs to use data tracking system to measure the impact of the intervention.</p>	<p>AH/RM/CTLs</p>	<p>£450 (18x£25 – one for each core subject in each half term).</p>

Appoint 'Ignite' teacher for Year 7/8/9/10.	<p>PP pupils who joined our school who qualify for Catch Up funding make accelerated progress on Literacy and numeracy.</p> <p>Pupils in year 8 and 9 who have not yet caught up with expected national standards continue to receive support through an adapted curriculum.</p>	Small group work targeted at Literacy and Numeracy skills to accelerate their progress. A specialist teacher teaching small groups of pupils who are underachieving in a specific aspect of English or maths. The pupils will attend regular intensive sessions for a short period with a specialist teacher before quickly returning to mainstream lessons.	Assessment data will be analysed to ensure targeted pupils are making expected progress. Ignite teacher will keep records of pupil data.	RM/'Ignite' teacher.	Progress tracked at every data collection point.
Make a 'curriculum commitment' to all CoDA students. PP student involvement will be part funded	To provide opportunities through the curriculum to enrich the lives of all students with access to activities that broaden their experiences.	Through broadening their life experience and giving pupils ownership of this through their pledge passport, their motivation to succeed in school will increase also. Pupil voice will be used to gain evidence of the impact of this strategy.	Data from pupil voice and the PASS survey.	SLT	Make a 'curriculum commitment' to all CoDA students.

**Total budgeted cost**    £140,000

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Three times a year we will hold a CoDA parents' event in Normanton.	Increase engagement with parents who live in Normanton.	Attendance at parents' evenings is traditionally below 50% at CoDA. We plan to regularly hold event for parents that are more	Parent surveys. Evaluations following every event with the NCAT manager.	RM/PS	Jul 2018

		convenient for them to get to, using family support workers employed by the NCAT.			
Purchasing 50 tablets that pupils can use for homework/support/interventions during breakfast club.	Increase the number of pupils attending the breakfast club. Increase access for PP and all students to access to online literacy techniques	Breakfast club is well attended, but to improve the educational impact we need to make it easier for pupils to access the resources they need to study out of school hours.	Breakfast club volunteer will award Classcharts point to all those who attend breakfast club – this data can then be used to track those pupils in terms of their academic progress, attendance and punctuality.	RM	Sept 2018.
Using family support workers from the NCAT to deliver basic English lessons to parents of CoDA pupils who would like to improve their English.	Increase parental engagement of parents in need of EAL support.	Encouraging parents to come into school for reasons other than to discuss their children will allow them to become more comfortable in an educational setting. We can also tailor the content of the course to increase parental understanding of the British education system	Parent surveys. Evaluations with the NCAT manager	RM	March 2019
Funding 24 PPG pupils to go on an Outward Bounds course.	Reduce absence rates, raise aspirations, learning resilience and self-esteem of PPG pupils.	Pupils will work on improving their self-esteem, raising their aspirations and increasing their engagement in learning.	PASS survey will measure their attitudes to self and school before and after the residential.	RM/AB/DC	March 2019
Improve access to careers information to Students in KS3.	To raise the aspirations of our disadvantaged students and increase the numbers who stay in education post 16. Aim to narrow the gap in the IDSR analysis.	In 2017 78% of disadvantaged school-leavers were recorded as 'in education', as opposed to 92% of non-disadvantaged. We need to raise the aspirations of our disadvantaged students to close this gap.	Survey of students. Tracking of destination data.	RM/PSm	

Individual support made available for PP pupils on a case by case basis.	Funds made available throughout the year in order to support PP pupils as support needs arise.	Examples could include purchasing reader pens, e-readers, trips and visits or experience days provided by external agencies when particular learning needs are identified.	RM will monitor and evaluate the impact of every individual strategy implemented.	RM	Jun 2019
<b>Total budgeted cost</b>					<b>£39,000</b>

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	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 teachers and support staff are aware of the PP pupils that they teach.	All teaching staff are responsible for the success, development and progress of PP pupils, and the whole school focus on the improvement of T&L will benefit all pupils, including those who qualify for PPG.	Teachers are aware of who the disadvantaged pupils in their classes are. In a learning walk on 04/05/2018 conducted by RM 100% of teachers were able to identify the disadvantaged students in their seating plan.	Continue with this action in 2018-19, but develop it by expecting teachers to identify strategies they are using to accelerate the progress of disadvantaged learners. RM to monitor this in dedicated climate walks.	<b>£154,000 approx</b>

<p>Teachers focus their lessons on the learning that they intend to take place.</p>	<p>Disadvantaged students benefit most from quality first teaching that is focussed on learning outcomes, so the aim was to focus teachers on achieving this an attempt to reduce the attainment gap between groups of learners.</p>	<p>Although the gap widened between the eligible and non-eligible pupils in 2018 (compared to 2017) in terms of progress the starting points for the 2018 cohort were lower.</p> <p>Attainment 8 scores for middle and lower ability pupils increased in 2018, but decreased for high ability eligible pupils, who will be a particular focus for our intervention groups in 2018/19.</p>	<p>Focused learning outcomes will continue to be a focus for achieving a higher percentage of quality first teaching at CoDA and this approach will be part of the 'non-negotiable' on the teacher checklist referred to on the 2018-19 PP strategy.</p>	<p>Included in the above £154,000</p>
<p>PP pupils know their current level of performance in each subject and know how to improve</p>	<p>PP pupils receive detailed feedback about their learning from each of their teachers</p>	<p>The focus group of year 10 eligible pupils were in agreement that they were far more aware of their current level of performance and what they need to do to improve in 2017/18 than they were in 2016/17.</p> <p>They did however say that they were still not confident of what they needed to do to improve in every subject, and so there are still some inconsistencies in the school feedback policy that need addressing in the 2018/19 policy.</p>	<p>Continue with the approach as part of the commitment to quality first teaching – but build on the success by ensuring all pupils have stickers on books in September and all departments have PLCs for all pupils.</p>	<p>Included in the above £154,000</p>

All PP pupils receive weekly homework from every subject, they complete the work on time and to the best of their ability	EEF toolkit suggests that regular, meaningful homework can add 5 months of learning per year	The focus group of year 10 eligible pupils were in agreement that they received homework more regularly in 2017/18 than they did in 2016/17.  A particular reference was made to the homework in maths, which they felt was consistent and challenging. In other subjects the picture was more varied, with homework set less often and checked with less rigour.	Continue with the approach as part of the commitment to quality first teaching – but build on the success by using classcharts to track that homework is being given consistently by all departments. This should be monitored first by heads of department, then tracked by RM.	
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## ii. Targeted support

Action	Intended outcome	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
PP receive 121 mentoring.	Targeted mentoring by DHoYs.	As of April 2018 the absence rate of non PP is 5.1. For PP it is 9.3. The persistent absence rate for eligible students across the school is 30.6%, compared to 15.1% for non-eligible. Our target to reduce this is set out on the school AIP.	Continue with strategy, but with improved tracking and monitoring. DHoYs to focus on persistent absentees who need interventions to improve absence rates. ES, NCAT and TFTF to focus on those at risk of exclusion.	50% of DHoY salaries.
PP pupils' will receive targeted intervention in subject areas in which they aren't making expected progress.	PT will challenge departments to provide intervention for PP pupils, identify trends and look for opportunities to intervene and provide support.	This TLR was not successful in providing successful interventions.	Discontinue with the TLR as it stands now and shift the focus onto CTLs of core subjects to provide the interventions, working together with RM. TLR to be used to fund Pupil Well Being Lead and Paradigm Shift Lead.	£9374

<p>All PP pupils improve their 'behaviour for learning' so that they are confident, have an excellent attitude, respect others, take pride in their work, contribute to the learning of others, are engaged in all activities and complete all classwork and homework.</p>	<p>No gap in the behaviour score between disadvantaged and non-disadvantaged pupils.</p>	<p>The gap in the behaviour score between disadvantaged and non-disadvantaged pupils is 0.2 (1.5 v 1.7) as of May 2018.</p>	<p>Continue with the approach but build on it with better interventions through mentoring (see above) and the whole-school paradigm shift towards a positive culture, which disadvantaged pupils will benefit from.</p>	
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### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>PP pupils who joined our school who qualify for Catch Up funding make accelerated progress on Literacy and numeracy.</p>	<p>Small group work targeted at Literacy and Numeracy skills to accelerate their progress. A specialist teacher teaching small groups of pupils who are underachieving in a specific aspect of English or maths, such as the use of apostrophes. The pupils will attend regular intensive sessions for a short period with a specialist teacher before quickly returning to normal lessons.</p>	<p>Jan 18            March 2018: Year 7 English focused on basic reading and writing skills. 90% of students now using full stops in their independent writing and 90% of students using capital letters at the start of a sentence. 44% of students can read 50 or more of the 100 sight words for Year 5 and Year 6 with every student being able to read more words than the baseline assessment in September.            Year 8 English focused on basic reading and writing skills. 90% of students now using full stops in their independent writing and 80% of students using capital letters at the start of a sentence. 70% of students are able to answer recall questions in reading activities with 30% also being able to answer inference questions.</p>	<p>Continue with the approach but build on the success by timetabling the catch up groups in the Ignite room in a way that impact less on the rest of the curriculum.</p>	<p>£24,606</p>

<p>PP pupils make accelerated progress in their reading ages.</p>	<p>Every pupil in KS3 has a fortnightly AR lesson in the library. Support staff will target PP pupils during this lesson and listen to them read, provide support and encouragement, advice on choosing books and analyse their individual AR data to help them maximise progress in reading. According to the EEF targeting reading comprehension is a high impact, high value strategy.</p>	<p>Success criteria not met. The gap in reading ages has not been narrowed.</p>	<p>Discontinue with AR across KS3, but keep in Y7 and for some target groups (e.g. Ignite), and appoint a Literacy Coordinator and adopt new approaches to improve reading ages of disadvantaged pupils.</p>	<p>£8,000</p>

<p>PP pupils will receive individualised and tailored resources to improve their progress in school.</p>	<p>As the teaching professionals who know them best, HoY will be able to spend money on the PP pupils in their year group on resources that will allow them to make progress across all curriculum areas. An example might be a reader pen, scientific calculator, specific intervention on study skills. For example, money was spent by the year 8 HoY on an OB trip to Aberdovey, Wales.</p>	<p>The pupils who went on the OB trip in year 8 were surveyed before and after the trip on each of the following areas:</p> <ol style="list-style-type: none"> <li>1. Overcome new challenges</li> <li>2. Achieve personal goals</li> <li>3. Personal responsibility</li> <li>4. Awareness of other people</li> <li>5. Working with others</li> <li>6. Communicating with others</li> <li>7. Awareness of natural environment</li> <li>8. Enjoy real adventures</li> </ol> <p>On all areas apart from form personal responsibility, which stayed the same, the pupils said that the trip had improved their confidence.</p>	<p>The OB trip was overwhelmingly successful for the pupils who attended, but it is only available to a small number. In future the skills covered on OB trips will be offered as part of our curriculum commitment, and PPG funding will be used to make sure disadvantaged students benefit from this enrichment as much as non-disadvantaged students.</p>	
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<p>The attainment, progress, attendance and behaviour of PP pupils is tracked accurately</p>	<p>Teachers receive CPD to improve the accuracy of summative assessment. Data accuracy checks by SLT and HoD take place prior to the publication of progress check data.</p>	<table border="1"> <thead> <tr> <th>Subject</th> <th>2018 A8</th> <th>From predicted HT4</th> <th></th> </tr> </thead> <tbody> <tr> <td>SPORTS SCIENCE</td> <td>3.03</td> <td>0.96</td> <td rowspan="5">Under-estimate</td> </tr> <tr> <td>COMBINED SCIENCE</td> <td>3.02</td> <td>0.61</td> </tr> <tr> <td>BIOLOGY</td> <td>5.38</td> <td>0.56</td> </tr> <tr> <td>PHYSICS</td> <td>5.00</td> <td>0.55</td> </tr> <tr> <td>ART &amp; DESIGN</td> <td>4.51</td> <td>0.31</td> </tr> <tr> <td>CHEMISTRY</td> <td>5.13</td> <td>0.03</td> <td rowspan="3">Actual = Estimate</td> </tr> <tr> <td>LANGUAGE</td> <td>3.55</td> <td>0.01</td> </tr> <tr> <td>HISTORY</td> <td>2.54</td> <td>0.00</td> </tr> <tr> <td>GERMAN</td> <td>3.40</td> <td>-0.06</td> <td rowspan="7">Over-estimate</td> </tr> <tr> <td>LITERATURE</td> <td>3.14</td> <td>-0.35</td> </tr> <tr> <td>CITIZENSHIP</td> <td>3.43</td> <td>-0.44</td> </tr> <tr> <td>MATHEMATICS</td> <td>2.98</td> <td>-0.52</td> </tr> <tr> <td>RESISTANT MATERIALS</td> <td>2.08</td> <td>-0.53</td> </tr> <tr> <td>FRENCH</td> <td>2.42</td> <td>-0.90</td> </tr> <tr> <td>FOOD TECHNOLOGY</td> <td>2.45</td> <td>-1.03</td> </tr> <tr> <td>GEOGRAPHY</td> <td>1.47</td> <td>-1.15</td> </tr> <tr> <td>COMPUTER SCIENCE</td> <td>1.21</td> <td>-1.21</td> </tr> </tbody> </table>	Subject	2018 A8	From predicted HT4		SPORTS SCIENCE	3.03	0.96	Under-estimate	COMBINED SCIENCE	3.02	0.61	BIOLOGY	5.38	0.56	PHYSICS	5.00	0.55	ART & DESIGN	4.51	0.31	CHEMISTRY	5.13	0.03	Actual = Estimate	LANGUAGE	3.55	0.01	HISTORY	2.54	0.00	GERMAN	3.40	-0.06	Over-estimate	LITERATURE	3.14	-0.35	CITIZENSHIP	3.43	-0.44	MATHEMATICS	2.98	-0.52	RESISTANT MATERIALS	2.08	-0.53	FRENCH	2.42	-0.90	FOOD TECHNOLOGY	2.45	-1.03	GEOGRAPHY	1.47	-1.15	COMPUTER SCIENCE	1.21	-1.21	<p>Continue with this approach, but build on it depending on the accuracy of teacher predictions in September. Support will be put in place for teaching staff who need to improve the accuracy of their predictions, to allow us to target our interventions more efficiently.</p>	
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CITIZENSHIP	3.43	-0.44																																																												
MATHEMATICS	2.98	-0.52																																																												
RESISTANT MATERIALS	2.08	-0.53																																																												
FRENCH	2.42	-0.90																																																												
FOOD TECHNOLOGY	2.45	-1.03																																																												
GEOGRAPHY	1.47	-1.15																																																												
COMPUTER SCIENCE	1.21	-1.21																																																												
<p>PP pupils well informed about career routes and the world of work</p>	<p>All PP pupils in Y9-11 to receive a Career Interview.</p>	<p>Successful with Y11, still underway with Y10 but only small number of Y9 received any focused work on careers through the Brightside project (funded by DANCOP) and the YES project (from PPG funds).</p>	<p>Continue with approach but increase access to careers information lower down the school. 78% of disadvantaged CoDA school leavers were recorded as in education, compared to 92% non-disadvantaged (there is no gap nationally). RM to meet PSm to discuss what is already in place and how we can build upon it.</p>	<p>£250 (YES)</p>																																																										

<p>Individual support made available for PP pupils on a case by case basis.</p>	<p>Contingency fund kept in reserve to be used as and when required to fund learning experiences for pupils who qualify for PP.</p>	<p>£2100 spent on increasing the number of reader pens available to pupils who benefit from using one in their exams/lessons.</p>	<p>Continue with the approach of keeping some funding in reserve to use as and when learning needs/opportunities arise.</p> <p>Smaller contingency (approx. £19,000) based on surplus from 2017/18.</p> <p>Surplus used to fund attendance officer? £12,000 approx.</p>	<p>£2100</p>
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**7. Additional detail**