

<u>Behaviour, Welfare and Safety</u>	<u>Details</u>	<u>Staff</u>	<u>Deadline</u>	<u>Impact</u>
Careers advice and guidance through Early Birds	Programme available All PP students have access to it	CG and KH	Start of term and ongoing	<ul style="list-style-type: none"> Greater awareness of career options from Year 7 through to Year 11. Students confidently able to verbalise this in their interviews with KH Greater breadth of experience from visits building confidence and raising aspiration Measured through feedback from Early Bird Evaluations and from careers interviews
Careers interviews	All PP students to have at least one careers interview per year from Year 7 to Year 11 with KH or careers advisors or as per Year 11, governors, local employers etc.	KH	End of school Year	
Visits to universities, industry and/or commercial sites	Liaise with Trips Coordinator to keep central record of support up to date through information from KH, trips returns etc.	SM and AC	End of school Year	
Mentor for selected Year 11 disadvantaged students	<ul style="list-style-type: none"> Planned programme of interviews with mentors Monitor progress of students through standard process of tracking Training re target setting for all tutors, particularly in regard to PP students 	JSC	On-going	<ul style="list-style-type: none"> Record of mentoring interviews and targets set leading to improved progress. Impact on progress measured through reports analysis – HoH and HoD Increased support at home through closer liaison with the Form Tutor Increased knowledge of the student through the interview allows for more targeted support Build self-confidence on transition for Year 7 students, close monitoring through fully trained 6th form mentors
Tutor interviews 3 times a year	All students have mentoring interview with tutor 3 times a year. Tutors to have training input with regard to effective target setting	SM	On-going	
6 th Form mentoring of Year 7 PP students	JD and SA-C work together to assign suitable mentors for selected Year 7 students, identified through the transition process	JD, SAC, JSo	Half term	
School trips	<ul style="list-style-type: none"> Financial support and encouragement Ensure staff complete PP part of pack and return to SM SM to keep central database up to date 	SM, MJ	On-going	Close monitoring of PP students accessing school trips in order to broaden horizons and give greater breadth of experience

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Ensure all parents/carers of new Year 7 who do not attend our 'getting to know you evening' are contacted	To ensure engagement with the school gets off to a good start	AHoH	Beginning of term	<p>Improved parental engagement from the outset leading to increased parental support at home with all aspects of school life</p> <p>Impact measured from</p> <ul style="list-style-type: none"> • student perception survey • attendance at parents evenings (within 10% of attendance of Non PP students)
Contact parents who do not attend the Form Tutor Evening on 20 th September	<ul style="list-style-type: none"> • AHoH to follow up. • Tutors to ring home and make contact. • 100% return of the pro forma to House Offices • Add information to 'Extra Information for PP students' database 	AHoH Tutors SM SNG	End September	
Contact all PP parents prior to the Welcome X evening	AHoH call all PP parents prior to evening to check they are attending	AHoH	As required	
Attendance at Parents/ Information Evenings	AHoH telephone all PP parents 2 weeks prior to a parents evening to ensure attendance and offer help with transport if there is an issue. Use minibuses to collect from Halesworth for example	AHoH	On-going	
Build self-confidence	<ul style="list-style-type: none"> • Use every opportunity to enable PP students to 'take the stage' • All KS3 students to study drama • All students to be given opportunities to present to the class, accept praise in front of a group etc • Bungay Bucket List for Year 7 students (list of 25 things to do before the end of Year 7 with certificates for completing it) • Year 6/7 Summer School in August 	SM/CG – through training MS AC	On-going	
Duke of Edinburgh's Award to build confidence and build horizons	Ensure financial support given where necessary. Monitor proportion of PP students participating	JD SM	On-going	To build self-confidence, develop team building skills and communication skills. Measured by uptake of PP students and completion rates.

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School Uniform	Financial support where necessary Ensure protocol in place	SM and House Teams	On-going	Improved self – esteem leading improved attendance and engagement in the life of the school
Encourage applications for free school meals	Regular advertisements in Insight Magazine to encourage people to apply Work with Primary Schools to encourage application for FSM and ensure recorded accurately in SIMS	LE SM/SNG LR	On-going	Parents/Carers are aware of eligibility for free school meals and know how to apply for it.

<u>Teaching and Learning</u>	<u>Details</u>	<u>Staff</u>	<u>Deadline</u>	<u>Impact</u>
Homework Club and Lunch Club	<ul style="list-style-type: none"> Students by invitation in September Staffed TA team supervised by AC/SM Register in SIMS for period 4 Supervisory role (minimal help for student) enabling homework to be done as independently as possible Students invited to Lunch Club, run by LSR for vulnerable students 	SM/AC/HK SNG	Running from first week of term	Students given space and time to do their homework independently leading improved quality of homework, progress and achievement.
Revision Guides	Purchase revision guides for all Year 11 PP students for all subjects (Year 10 in science)	All HoD	By half-term ready for mock exam revision	Free access to revision materials leading to greater independence and self-accountability
Music Lessons	Liaise with Music department to ensure all PP students who would like music lessons have been given the opportunity Ensure these are paid for for all PP students	SM, FDB	On-going	Broadened horizons and breadth of experience leading to increased self-confidence
Audit student access to internet and loans of computers	<ul style="list-style-type: none"> Audit Year 7 PP students to add to list of older students already acquired Pursue use of loan computers and dongles to enable students to have the use of a computer at home. 	SM	Half Term	Greater independence for students working at home Being able to access all resources available to them Aim to make 15 available this year to add to the 7 last year
Teacher expectations	Set up staff training through CG	SM, CG	End of Autumn Term	Improved staff recognition of needs of PP students
Whole School Strategy for students who do not do their homework	Work with SLT and MC to develop whole school strategy to support staff more effectively	MC	In place by half term	Revised behaviour policy in place and monitored. Guided homework time made available
Classroom management, seating plans etc.	All classes to have a seating plan identifying PP students (use of seating plan via SIMS marksheets) All teaching staff to take responsibility for the progress their students make	AG	In place from start of term	Staff know who their PP students are and differentiate accordingly

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Transition from primary school	Investigate strategies for PP in primary school Ensure information is transferred on transition – including strategies for learning. Agenda item for a Primary Heads meeting. Tried but not successful last year. Try again. Or a discussion group for January PD day	SNG, CJ and AC and SA-C	End of Academic Year	Smoother transition for PP students and better provision for them when they start.
CAT Testing	Introduce in Year 7 to support understanding of new SATs results. To use the results to get a clear understanding of abilities and perceptions to enable focussed support to be put in place Ensure Year 7 students are grouped for best learning to take place	SM	Testing by end of September Results Analysed by Mid October Interventions and regroupings in place by after half-term	Year 7 students get a flying start because we have a better knowledge of their abilities Students identified for extra intervention if necessary earlier
Year 7 Catch-up (Less than 100) and possibly some Year 8 (Level 3/4 borderline students)	<ul style="list-style-type: none"> Identify all students including PP students) with low level of entry, using intake data, maths tests, English diagnostic testing, KS2 results and for Year 7 CAT tests Intervention cycles to match assessment cycles in English and Maths Assessments Use data for English and Maths in small groups to identify topics for intervention. Test and retest to monitor progress using trackers Students to be taken out of other lessons, for English. In Maths intervention as in class support or in some cases short sessions outside the lesson but during maths lessons Feedback to class teacher is essential and needs monitoring 	AC with Maths and English intervention team (MB)	From September and on-going	Intense intervention leading to catch up to level 4 or equivalent. Enabling students to a greater access to the curriculum. (measured by progress tracking – 90% of identified students achieving expected levels of progress by the end of Year 7)

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Year 7,8,9 Catch-up (Level 1 and 2 students)	<ul style="list-style-type: none"> Identify all students (including PP students) with low level of entry, using intake data, maths tests, KS2 results when they come in Interventions through LSR for numeracy and literacy (asdan, lexia, numeracy) 100 mins of numeracy and literacy per fortnight instead of a second language 	SNG	From September	Intense intervention leading to catch up to level 3 or equivalent. Enabling students to a greater access to the curriculum. (measured by progress tracking – 75% of identified students achieving expected levels of progress by the end of their respective year)
Catch-up for Years 9-11	<ul style="list-style-type: none"> Class teachers to implement classroom strategies to support under-performing students as part of reporting process Through monitoring of data, students will be identified as under-performing in maths and English. TA and teacher support is available and timetabled in Maths and English to support these students Class teachers to liaise closely with intervention teachers Heads of Maths and English to track progress and organise intervention for students who are under-performing SM to support, particularly with how students are identified for intervention, how long the intervention lasts, content and criteria for stopping 	JM, AB, SM	From September	Intervention leading to improved levels of progress or equivalent. Enabling students to a greater access to the curriculum. (measured by progress tracking - 75% of identified students achieving expected levels of progress by the end of their respective year)
Intervention Map	<ul style="list-style-type: none"> Review mapping of interventions across the school, including sixth form Produce map Ensure relevant staff are aware and work together to deliver it 	SM SNG AC	Review complete and map produced for start of year Termly meetings	Clearer understanding of interventions in place, regular meetings to review practice especially in delivering the new requirements in English and a wider delivery of numeracy for the lowest ability students.

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Lexia	<ul style="list-style-type: none"> • Use SATs results and current internal levels as well as CAT test results for Year 7 to identify students for the Lexia Programme • Set up training for staff to deliver the programme • Set up timetabled time in tutor time for students to access the programme • Monitor the progress of identified students and report to SM 	SNG	Set up and run from start of year	Increased literacy enabling increased access to the curriculum. 75% of students identified 'catch – up' literacy skills
Sixth Form Provision	<ul style="list-style-type: none"> • Map 6th form provision • Track progress of disadvantaged 6th form students • Liaise with 6th form team leaders • Add 6th form students to database and track provision 	SM	Include on database - End September Regular liaison (e.g. when meeting re tracking progress)	100% 6 th form students on track to achieve ALPS target grades

<u>Leadership</u>	<u>Details</u>	<u>Staff</u>	<u>Deadline</u>	<u>Impact</u>
Set up a central, shared record for noting all areas of support given to any PP student or disadvantaged 6 th form student	This is to track exactly what each PP student receives in terms of support Ensure HoD are aware of their PP students and ensure opportunities are accessible	SM, RC	Set up - End of September Upkeep - ongoing	Knowing how PP funding benefits individual students and allows staff greater insight into their needs.
Identifying strategies that work for individual PP students	<ul style="list-style-type: none"> • Sharing good practice • Use Form Tutor evening to collect information about Year 7 • Strategies distributed as database 	SM	Start of term for all years other than 7 End September for Year 7	Wider range of effective teaching strategies for PP students shared between teachers
PP funding/budget, including catch-up money for 2016-17	Ensure current funding is on website for previous and current year	LE	Beginning of school year	
Plan use of funding for 2017-18	Ensure greater input into determining this budget	SM and AC	Spring Term	Funding targeted to the greater need of current PP students
Attendance monitoring	As part of whole school policy. Close liaison with House Office re attendance Focus for AHoH on PP attendance/absence. AHoH to act proactively if student is PP Monitor PP attendance carefully,(particularly close to exam period) aim to close the gap	SM and AHoH	On-going	Improved attendance and closing gap. Year End 2014 – 2015: 91.25% (Gap: -2.75%) 2015 – 2016: 92.19% (Gap: -2.38%) Aim to achieve 93.5% for year end 2016-2017 with the gap closing to -2% Aiming for steady and sustainable improvement
Half termly report on intervention in Maths and English	To monitor progress and discuss impact AC to report to SM re Years 7 and 8 JM and AB to report to SM re Years 9,10,11	AC, JM, AB,SM, SNG	Half termly from September	The right students receive intervention
Termly meeting with Governor	To inform and discuss progress with strategies	SM, AC and Governor	Termly from September	Governor understanding and knowledge of our PP strategies

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Monitoring of Behaviour	Analysis of behaviour (time-outs, isolations fixed term exclusions etc.). PP students identified so it can be monitored	Monitor half termly	MC, PL and SM	Improved awareness of PP student behaviour. Use of MC's weekly behaviour report allowing for quick and effective intervention Improved awareness of PP student ATL. Captured after each reporting period and recorded on the PP database. Liaison with HOH following analysis to praise improvement and put plan in place for students with a declining ATL.
Monitoring of ATL's for PP students	Through the HOH analysis SM to focus on the PP monitoring of the HoH analysis HoH to send their analysis to SNG (LSR), CEK (AG&T), SM (PP) SM to trail students whose ATL's are low to collect evidence of good practice that can be shared.	HoH, CEK, SNG, MC, SM, AC	Following 2 weekly data cycle	
Regular student trails	One or two student per half - term SM to identify PP students and observe them in lessons as well as interview them	SM and Governor	On-going	Evaluation of student perceptions leading to improved T&L for those students
Increase staff awareness	<ul style="list-style-type: none"> Item in T&L learning re PP students Continue process of identifying teaching strategies suited to individual students 	SM, AC	On-going	Difficult to measure but part of ethos of school
Destination of PP students	<ul style="list-style-type: none"> Liaise with KH re destinations information and support given to students planning post 16 courses 	SM, CG	September 2016	100% PP students in education or training post-16
Data Analysis	On top of usual data analysis focus on curriculum content for PP students, ensuring a balanced curriculum Ensure 'all buckets' full and look for subjects that will prove useful in the workplace such as the ECDL to fill any empty buckets	SM MS	February 2017	Analyse after option choices are made to ensure balance of subjects Analyse if any subjects are dropped.
Investigate programme for high-ability PP students	Look into <ul style="list-style-type: none"> Sutton Scholars The Brilliant Club Social Mobility Foundation Programmes 	SM and CEK	End of Academic Year	

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Investigate programme for high-ability PP students	Look into <ul style="list-style-type: none"> • Sutton Scholars • The Brilliant Club • Social Mobility Foundation Programmes 	CEK	End of Academic Year	
Investigate change of mind-set (Yr. 7 onwards) e.g. career	Build on work being done now in primaries to widen employment horizons Liaise with KH re Early Bird programme	SM, AC	End of Academic Year	
Investigate a breakfast club	Voucher for breakfast?? SM to liaise with LE	SM	End of Academic Year	
Investigate Inspire to Aspire programme and the Expert Learner Programme(North Walsham)	SM and Ac to visit North Walsham to find out about this initiative	SM and AC	Autumn Term	