

Dean Trust Wigan/Abraham Guest Academy Pupil Premium Impact Review

Review of expenditure 2016-17/ Impact			
Desired outcome	Chosen action / approach	Impact Expected	Lessons Learned
Improved attainment through focused support – enhanced tracking and precise funding	Dedicated senior member of staff as Pupil Premium Coordinator. I4Ps to clearly identify PP pupils and their academic targets in terms of Mastery in securing their desired outcome.	Throughout KS3 more PP pupils are 'On Track.'	The greater emphasis on the PP identification within the planning documents improved the progress of pupils in terms of productivity and knowledge. Work still needs to be done at both ends of the ability scale in terms of applying and identifying specific skills to help respond to questions/tasks.
Improved Year 7 and 8 literacy and numeracy progress (link to Year 7 catch up premium)	Quality first teaching approach and pupils identified on I4Ps across the whole curriculum.	More pupils operate within Band 1 and/or move for Band WT1 to ensure they are on a pathway that is age appropriate.	Initiative stays as this proved to be successful.
Y7, Y8 and Y9 Literacy Catch-Up (Y7 also links to Catch Up funding)	Use 'Singapore Maths' with targeted Numeracy groups to enable Mastery of missing key skills and to develop more resilience with problem solving. Improve pupils handwriting skills through targeted TA support and Literacy group work.	Identified pupils attend Literacy and Numeracy groups to enable them to develop/consolidate fundamental skills to help accelerate progress in English and maths. EEF toolkit – one to one tuition/mentoring with literacy programmes moderate impact based on extensive evidence.	Singapore maths has been amended to fit the needs of bridging the new KS2 curriculum to the new KS3 and subsequent KS4 system. Tutoring had a positive outcome in terms of engagement and especially the 'pre-teaching' strategies.

<p>Y7 academic engagement improved through enhanced learning strategies and increased access to multi-agency support</p>	<p>As a very high PP cohort (>69%), Y7 also have a high number of pupils with Learning Needs/Barriers. Teachers to receive training on how to engage these learners through targeted CPD. Identified pupils to receive expedited and increased access to relevant agencies.</p>	<p>Implementing strategies to improve the memory skills, confidence and remove perceived barriers can improve academic engagement and productivity for all learners within a group.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective,</p>	<p>The pupils that access the individualized plans will continue to do so.</p>
<p>Y7 adaptive learning schemes</p>	<p>Y7 – due to QLA KS2 analysis – require focus and acceleration in developing specific skills within English and maths in order for them to make academy expected progress.</p>	<p>Gaps in knowledge and skills that have been highlighted from the QLA KS2 test analysis on RAISE, are addressed and tested through constant adaption the SOWs that English and maths deliver.</p> <p>No loss/ dip in performance – KS3 the wasted years Ofsted doc</p>	<p>Plan refreshed along with strategies for the next academic year.</p>
<p>Raising aspirations</p>	<p>Identify students for additional careers advice with CEIAG. Support students who lack aspirations or who aren't sure of the future.</p>	<p>Awareness that students (especially boys) achieve better in school when they have a plan for their future, and can link achievement in school to support them to their next steps. NEET figures/ appropriate course improved (see below for attendance and exclusion data)</p>	<p>Good provision few students NEET</p>