

# PP programme

(inc' Aim Higher and Aim Higher+)

## **Aim Higher Programme:**

All pupils baselined in English, Maths, Science, Numeracy, Reading, CAT's

Once all pupils given individual flightpaths based on baseline to FFT5 (top 5% schools or above), PP targets then analysed and adjusted

Adjustment aims to eliminate attainment targets and therefore outcomes between PP and non-PP pupils.

If all pupils were to reach their top 5% national target but, in general, pp pupils had a lower prior attainment starting point then, even though there would be no progress gap between the cohorts, there would still be the same attainment gap as when they started.

As these pp pupils may have only been behind their fellow non-pp peers at KS2 due to circumstances at home/background then these pupils still have the natural ability to achieve the same end result. They will however need extra support to close the gap that is already present on entry.

PP pupils identified as being able to "Aim Higher" by internal data, CAT results and how close they are to National benchmarks

PP pupils who are close to but not quite at the KS4 predicted outcome of a 5 (they may have been predicted a 4 or 4+ FFT5%) have their baselines, CATS and teacher assessments reviewed and anyone deemed to have the potential have their targets raised to a 5.

A top 5% target is a very aspirational target in itself however, when this is applied to a pp student and then have this increased to an even higher level, it becomes a huge task. It is therefore vital that these pupils are given support from the beginning of their secondary schooling rather than once underperformance starts to appear. These pupils are therefore put into a group programme called "Aim Higher"

The same scenario happens for PP pupils who are close to but not quite at the KS4 predicted outcome of a 7. These pupils are put on the Aim Higher+ programme.

All of these pupils have a mentor meeting bi-weekly with PP intervention support assistant with parental engagement

Pupils who then also fall behind target are then given additional 1-2-1 support with PP intervention support assistant

1. Parents informed via meeting with DHT or PP lead
2. Pupils given a presentation of the program and what these higher targets can mean to their life after school
  - PP is never mentioned. Pupils are told that they have been identified purely because we have seen potential in them to achieve these potentially life changing targets.
3. Initial meeting with PP mentor and the student
  - Look at current performance
  - Inform of any 1-2-1 lessons needed
  - Discuss any issues hindering performance
4. Meet with PP mentor every 2-3 weeks
  - Review performance (data analysis)
  - Teachers will report on progress and attitude to learning
  - Speak to mentor with any problems with understanding
  - Extra interventions/help put in place to boost weaker areas
  - Parental meetings if effort or behaviour is an issue
  - This is assertive mentoring and targets and actions are issued at this point
  - Pupils then sign the meeting record to show they agree with these actions
5. Progress analysed every half term
6. Parents informed
7. Program is adapted where necessary after analysis of impact

#### **Other PP Initiatives:**

The Lancaster school which won the national PP award for their work and impact on PP students in 2015/16 has been visited by the deputy head teacher and the PP co-ordinator. The strategies they employed are very similar to some of our strategies already in place with BHS offering much more besides.

Additional Interventions for Maths, English and Science take place in registration, reflection and DevAs time. HOD's + 1 other have been freed up to implement this. The focus is on all pupils who are underperforming with priority given to those PP students who are under performing

PP students who do not fall under the Aim Higher programmes are also tracked each HT and their data influences the type of intervention to be undertaken. At this point, Only AH students receive additional 1-2-1 intervention (on top of the 1-2-1 intervention run by the HOD's and individual class teacher boosts and strategies). The pp support assistant is however, directed to particular classes where the data show that extra support for pp students is at its greatest. This is updated on a termly basis.

### **Current Situation:**

Aim higher intervention and mentoring is into its second phase with the impact of phase 1 being analysed. Case studies show successes and areas for improvement.

A meeting with the DHT and all parents of pupils involved in the AH programme happened in HT1b

A new lead practitioner in charge of PP progress and outcomes has been appointed and started in the summer term of 2016/17.

The PASS survey and Penn resilience programme has been researched and these should get underway in the final term of 2016/17.

Aim Higher+ students have been identified and the mentoring of these students will begin in HT3a.

The additional Intervention of these students will begin in HT1a of 2016/17 when additional Maths and English support will be available. This has been on hold until a high level intervention tutor for both English and Maths can be sourced.