

To Improve Outcomes for boys and DA students

Boys and DA student outcomes will improve by:

- Continued commitment to additional staffing More effective use of data
- Creation of additional Year 11 provision
- Personalised action plans
- Raising aspirations and increasing motivation of students
- Targeted intervention

Success Criteria:

DA students and boys progress to improve compared to summer DD4

Increased levels of attendance for boys and DA students

Improved behaviour of boys and DA students (as evidenced by reduction in FTE and loss of Star Points)

Action	Milestones	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
a) Use of DDs to identify targeted cohort of DA students and boys for intervention	<p>Students RAG rated and group targeted</p> <p>Intervention planned and delivered</p> <p>Impact reviewed</p>	<p>Nov 2018</p> <p>Nov 2018 onwards</p> <p>At each DD</p>	PR	<p>Increase in number of DA students on target</p> <p>Yr 8: 75.6% to 80% Gap close to 9%</p> <p>Yr 9: 75.6% to 80% Gap close to 9%</p> <p>Yr 10: 74.3% to 80% Gap close to 5%</p> <p>DD3 uses GCSE grades: A8 85-90% Total A8 Gap to fall from 12.8 to 10.</p> <p>Yr 11 A8 from Gap 15.32 to fall to 10 for Total A8</p>	<p>Planning time 2 hours</p> <p>Intervention</p>	PR to report to AR	<p>AR to report to evaluation committee</p> <p>See data and evaluation section at the end.</p>

Action	Milestones	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
				<p>Increase in number of male students on target – male only.</p> <p>Year 8 Reach 80% Year 9 Reach 75%</p> <p>Year 10 Reach within 3% of girls</p> <p>Year 11 Reach within 3% of girls</p>			
b) Increase provision for DA / Boys in Year 11	Intervention and mentoring programme to be created	Nov 2018 onwards	CF / PR CF / PR	A8 of Y11 boys, gap to close to 5 in 2019	Teacher time	PR to report to AR	AR to report to evaluation committee
c) Departmental DA action plans produced and ragged.	Implementation of plans Review impact.	Nov 2018 January 2019	PR / CM	Increase in number of DA students on target. Clear departmental strategies evaluated.	Meeting time 2 hrs / half term	PR to report to AR	AR to report to evaluation committee
d) Individual Support Plans for targeted DA students / boys	Barriers to progress identified Action plans developed Impact evaluated	Nov 2018 Nov 2018 onwards Jan 2019	PR	Individual improvements to key measures eg attendance, behaviour and progress, ILP created for all DA pupils.	Planning time 2 hrs / student	PR to report to AR	AR to report to evaluation committee
e) Improve attendance for DA students	Improved parental understanding and engagement	Nov 2018	PH/PR	Improvement in DA student attendance from to 93% for year.	Planning and meeting time	PH to report to SLT weekly	AR to report to evaluation committee

Action	Milestones	Timescale	Responsibility	Impact	Resource	Monitoring	Evaluation
	<p>Implement more rigorous recording and reporting</p> <p>Better awareness of school staff to DA attendance</p> <p>Additional actions as per attendance improvement plan</p>	<p>Oct 2018 onwards</p> <p>Ongoing</p> <p>Ongoing</p>					
f) Targeted behaviour intervention to reduce exclusions of DA students / boys	<p>Students at risk identified</p> <p>Support plans in place</p> <p>Impact reviewed</p>	Sep 2018	PH	<p>Reduced numbers of FTE for DA</p> <p>16/17 436</p> <p>17/18 187</p> <p>18/19 target is 100</p> <p>Boys</p> <p>16/17 685</p> <p>17/18 341</p> <p>18/19 target is 180</p>	<p>Meeting time 1 hr / week</p> <p>Activities £200</p>	PH to report to SLT half termly	AR to report to evaluation committee
g) Improve levels of motivation and aspirations amongst boys / DA students	<p>Identify students with low aspiration / motivation</p> <p>Activities planned and implemented</p>	Ongoing	CF / PR	<p>Improved levels of aspiration and motivation (student voice – ILPs)</p> <p>Improved outcomes: attendance, behaviour and progress (compared to 2016-17)</p>	Planning 3 hrs	CF and PR to report to SLT half termly	AR to report to evaluation committee

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h) Improved awareness of staff re DA students	<p>Students clearly identified by teachers</p> <p>Clear actions after DD for DA students off target</p> <p>Whole staff CPD about culture and correcting assumption that DA=LA.</p>	<p>Sep 2018</p> <p>Nov 2018 onwards</p> <p>September 2018</p>	<p>HOLAs</p> <p>PR</p>	<p>Increase in number of DA students on target (see above targets)</p> <p>Clear focus on a few targeted strategies.</p>	<p>Planning time 2 hrs / half term</p> <p>Free</p>	<p>HOLAs to report to line managers</p> <p>PR report to AR</p>	<p>Line managers to report to SLT</p>
i) Improved levels and resilience for DA students / boys	<p>Resilience topic covered in PSHCE for Y7 and Y8 - LORIC</p> <p>Shakespeare in schools festival – Y7 and Y8 boys DA</p>	<p>Nov 2018 onwards</p> <p>November 2018</p>	<p>PR</p> <p>CS, PR</p>	<p>Students are more confident in their oracy and are closer to work-ready.</p> <p>6 week scheme on BfL in place and being taught.</p> <p>Primary liaison.</p>	<p>Planning 3 hrs</p> <p>Delivery 3 hrs / half term</p> <p>£959</p>	<p>PR to report to SLT</p> <p>PR report to SLT</p>	<p>AR to report to govs Evaluation Committee</p> <p>AR report to evaluation committee</p>
j) Implement DA strategy for group of Y11 students to work on 9 GCSEs not 10.	<p>Group targeted</p> <p>Parents contacted</p>	<p>Sept 2018 – June 2019 phase 2</p>	<p>CM</p>	<p>Data on achievement, behaviour and attendance will improve</p> <p>Progress towards expected progress in core/key subjects will improve</p> <p>DA/PA attendance (currently x 3 of the cohort) will improve significantly</p>	<p>Classroom</p> <p>Core subject resources</p>	<p>CM to report to PR/AR</p>	<p>CM/AR top report to governors</p>

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				Opportunities to engage with further education/apprenticeships/careers etc. accessed in a smaller, supportive group will ensure all students leave DLS with a post 16 path and action plan			
k) Institution of homework club on Weds.	Numbers of pupils attending and teachers helping.	September 2018	PR, JBr	Acting upon student' voice taken whilst drawing up ILPs for PP students.		PR, JBr	AR
l) Distribution of ILPs for PP students to all staff	To be in all teachers' planners.	November 2018	JBr, PSMs	Teachers heed advice from students and numbers of interventions increase.		PR	PR
m) Use of intervention system on SIMS widened	Each department to have an intervention set up for PP pupils.	November 2018	HoDs	It is easier to record PP interventions and for a strategic overview to be had on what is working.		PR, HoDs	AR
n) CPD on first/second days.	Greater staff buy-in to schemes for helping PP students – more efficacious actions.	September 2018	PR	Tailored advice from PP pupils to staff.		PR	AR
o) Some sessions for parents of PP students on how they can help them prepare for exams.	For Y11 parents first then other year groups each half-term. Achievement for All-based programme.	November 2018	PR, JBr, CF	Parents empowered to help build resilience in students.		PR	AR

EVALUATION