

Review and tracking process 2018-2019

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any attainment 'gap' is the careful and thorough monitoring and tracking of individual pupils. At Stockport School this is done on a daily basis by our teaching staff. Daily tracking enables teaching staff to report progress and attainment through our process of 'progress checks/assessment points' which in turn allows middle and senior leaders to make informed choices.

Progress checks form the basis of many of our conversations surrounding the impact of our Pupil Premium spending. As a minimum, however, we operate on the following assumptions, when monitoring and tracking the impact of our Pupil Premium spending:

Day to Day short term

Medium Term

Longer Term

Staff and/or positions involved:

Pastoral Managers meet on a weekly basis with AHT and DHT to review and plan individual interventions.

Pastoral Managers link with Form Tutors and Directors of Progress to track and review interventions. SIMS used to report attendance and behaviour issues. Staff track on a daily basis and report to Directors of Progress through relevant link

Progress Checks are collected across the school in line with the assessment calendar. These are reviewed at all levels from class teacher through to HT. DHT (Pupil Premium and closing the Gap) and Head of Intervention specifically looks at FSM. All subjects receive reports and progress and attainment of FSM students.

Directors of Subjects report to DHT and HT on matters concerning staffing.

PM and appraisal process.

Progress Meetings.

SLT track and monitor national trends and developments to measure and inform interventions at Stockport School.

SDP informs department and faculty DP which then, in turn, inform budget plans and proposed interventions.

Full review of data carried out of data with and by the DHT who reports to departments. Whole school data tracked back to interventions.

Notes: Some interventions (usually ad hoc) take place outside of this process. These are tracked by the relevant member of staff. Annual Report provided to the governors and published on the school website

Review of interventions

INTERVENTION

Focus on feedback and planning as part of quality teaching and learning (CPD and SDP).

REVIEW

Assessment points.
2019 GCSE results.
SDP. QA.KS3/KS4 Data.

JUDGEMENT

CONTINUE INTO 2019-20

Pupil Premium Champion on Leadership Team.	Assessment points. 2019 GCSE results. PM Cycle. KS3/KS4 Data.	CONTINUE INTO 2019-20
Non-Teaching member of staff with focus on FSM attendance. Enhanced team with designated 'welfare' role	Attendance data.	CONTINUE INTO 2019-20
Directors of Progress with a focus on progress and attainment. 2 x Senior Leadership roles to focus on each Key Stage.	2019 GCSE results. Participation data. Attendance data. PM cycle. KS2/KS3/KS4 Data.	CONTINUE INTO 2019-20
Staffing levels within Maths and English and Science increased to allow focus classes across all Key Stages.	2019 GCSE results. KS3 Data. QA. SDP. PM Cycle.	CONTINUE INTO 2019-20
Homework Club: Key Stage 3/4 Study Club Personal Equipment. Revision Guides and supporting materials	KS2/KS3 Data. Attendance Data. KS3 Data. Attendance Data.	CONTINUE INTO 2019-20
Peripatetic Music lessons offered to all PP Year 7 Students	2019 GCSE results. Participation data. Attendance data. KS2/KS3/S4 Data.	CONTINUE into 2019-20

