

Impact of intervention 2017/18

Successful	Some success	Unsuccessful
<p>Use of 'additional' courses added 140 grades to attainment 8.</p> <p>Grades in attainment 8</p> <p>Statistics 109/258</p> <p>Home languages 2/3</p> <p>EAL 14/21</p> <p>Fast track History 11/17</p> <p>AS Creative Writing 5/16</p>	<p>Period 7 – new more sharply focussed model in place.</p>	
<p>Exam planning meetings</p>	<p>PiXL strategies @ departmental level</p>	<p>Engagement of difficult to reach parents</p>

1:1 intervention – DM Gap between WHS and SISRA National figure is smaller for PP than for Non-PP.	Words of wisdom	Student Mentoring??
Increased access arrangement testing – improved SEN figures.	Prompters?	English Lit App
Hi Frequency low stakes testing - science	Pastoral/curriculum meetings (does the format need to change so it moves to left column) How? Thought they became more purposeful	Maths App
WTM – student questionnaires	Period 7 – used to bolster missing knowledge on class level – perhaps not the initial way we wanted it to work but this was important in covering content especially when students had missed poems/been off/had absent teachers etc.	PLCs - Where these sit in relation to Doodle now in terms of the Smith proforma which can be generated much more easily from PIXL website
Approach to outliers –etc.	SEN testing for access arrangements	
I Achieve Food to support the traditional GCSE	Doodle @ KS4 – mixed coverage of key texts	English Literature - residuals were significantly negative

Catch up days	House staff focusing on 'barriers' - Their precise role in this could be reviewed further	More focus on overall student attendance – needs to be a whole-school priority at all levels
Tassomai -data	Maths and English testing in hall?	Role of Y11 tutors and use of Progress Tutorials
Vocational subjects – massive count rate BTEC Engineering BTEC Music BTEC Sport	SLT links to classes – do we need a new approach? Focus more sharply on specific classes	PiXL Literature App – poor quality and hard to use meaningful data
RAP work - share with department??	Double Lang/Lit mocks – good for kids, impossible to mark double sets in same time	Role of Nicky Igoe.
Exam stress work and assemblies	Tracking of student data	
PiXL strategies @ SLT level	2 nd mocks – disruption to final push	
Mentor involvement for vulnerables (Charlotte was good with some real vulnerables)	AQA principal examiner – content he delivered was very good, but method was perhaps lost – too many at once in hall	
Everyone knows roles at all levels	English testing in hall – testing was good and QLA helpful for teachers – needs clear DIRT week once marked for 2018-19	

Collection service/personalised touch with vulnerables	I Achieve/ VCERT (Business?)	
Yr12 mock to Yr13 grade shift		
11Hc additional English lessons - GP/DCL - SPI +0.37		
Diary focus/approach removing unnecessary meetings during exam season		
Room arrangements for vulnerables (use of Library)		
Attendance arrangements for exams		
Golden Grade – 32% success rate for students		
Special consideration for exams		
Being much clearer how outliers impact on P8 and a forensic approach to reduce their impact		
Impact of intervention in History/Humanities – new SCL, headline 4+ rose by		
Joint Curriculum/Pastoral meetings providing detailed information on key individuals to secure the whole picture		
Additional lesson per week for targeted Yr 12/13 students Eng Lang – evidenced via		

Printed revision guides/exam question booklets for every unit		
Exemplar marked material from exam script re-call used to model exam responses and moderation meetings		
Digital revision calendar with hyperlinks to suggested resources – En, Ma and Sci		
Half term revision sessions – Feb, Easter, May – targeted at key grades (this year, higher) and Literature		
Focused approach to vulnerables in Year 11.		
Role of Jo Blaylock.		
Dual roles of ME/DWA during exam season.		
Creative Writing AS Level – performance in Language Paper 1 and Paper 2 on average 2 grades higher v/v other able students in P band		
A Band students 1 x lesson from PE		
Re-assignment of DWA to teach top set P Band – SPI +0.28		

Actions:

- Period 7 - New process for P7 is in place. Identify 50 key P7 students in English and Maths. **MG**
- Explore the possibility of rolling out the financial management qualification to more students. **BF**
- Use Photography to boost bucket 3 for students identified at risk of 'crashing' in one option line. **MG** by monitoring day.
- Arrange half hour time slots for disadvantaged (achievement for all) students on monitoring day. **MG**
- Explore the use of assertive mentoring. **DWA**
- Role of NI in maximising results to be reviewed. **SG and ME.**