# Self-evaluation template

| Focus | Barriers to learning | Desired outcomes | Success Criteria | Chosen Strategies | Evaluation of impact |
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| Reduce the number of homework demerits received by PP students | Students not getting the additional academic work that is provided by homework.  Students not as prepared for the next lesson or do not consolidate the work from the previous lesson as frequently. | Students access homework and in doing so access the reviewing or preparation work. | Number of homework demerits reduces.  Student’s rate of progress increases. | PP mentor.  Homework club, breakfast club and late bus. | The number of homework demerits gained by PP KS3 students reduced by 31% when comparing the first half term with the last half term of the academic year 2015. |
| Increase the number of PP who eat breakfast | Disruption in lessons through lower concentration. Demerits for classwork and/or disruption. Lower rates of progress. | Students eat breakfast and are therefore able to concentrate better in class, do not disrupt as frequently and have better rates of progress. | Number of demerits reduces.  Rates of progress increases.  Increased engagement with staff.  Increased confidence in discussions. | PP mentor.  Breakfast club that not only provides breakfast but allows staff to engage with students checking homework completion, carrying out equipment checks etc. along with discussion of topical issues. | The number of KS3 students attending breakfast club has increased on average by over 300% over the time period May 2014-October 2015. Numbers attending during Autumn HT1 2015 averaged 30.  The number of demerits decreased on Wednesdays in the academic year 2015 resulting in the day with the lowest number of demerits for those students who attended. (Wednesday was the only day that KS3 breakfast club ran in this year). |
| Increase uptake of disadvantaged taking part in extra curricular activities | Students not as engaged in certain subjects or falling behind in certain subjects due to only having lesson contact with the subject. | Increased uptake.  Increased confidence. | Percentage of students involved in extra curricular activities increases. Progress rates in these areas increase. | Discount provided for extra curricular activities that involve fees.  Advertise.  Specific residential trips for PP students.  Art club.  Family cooking club.  Late bus for students to get home after activities. | 90% of all PP students have taken part in a residential trip over the past 2 years.  PP students form part of dance, drama, sport and music clubs.  Instrumental lessons have recently been targeted for increased uptake. 3 additional students have taken these up. |
| Improve reading ages of PP students | Students struggle to access texts, struggle with literacy in increased-literacy tests/exams. | Increased reading age  Increased engagement with subject literacy  Improved test results  Increased confidence | Student rate of progress increases.  Students show increased confidence in their literacy skills. | PTEs  Lexia literacy programme initially focused on PP students.  Reading age tests  ERIC  Paired reading | Evidence from the 2013-2014 academic year showed that Y7 PP students made an average of 22 months improvement over the course of the academic year. This was in comparison to 16 months for non-PP. |
| Increase PP student parental engagement | Parents are not fully aware of what they can do at home to help their children. They are often not aware of resources that can be provided by school and the opportunities available to their children. | Parents fully informed of resources, opportunities and who to contact for help. | More parents visiting and calling school.  Regular contact with PP mentor.  More children attending extra curricular activities.  More children attending residential trips. | Employ a dedicated PP mentor.  Parental drop-in sessions and information evenings.  More phone calls/letters home  Making parents aware of LSS – PP mentor. Direct dial and emails given. | Comparing 2013 to 2014, PP parental attendance at parents evening has increased by 6%.  Drop in events were introduced last year. Of those who were invited to the Y7 and Y8 evening, there was 73% attendance. |
| Increase aspiration for PP students | Too many PP students do not aim high enough. | PP to aim high. | More PP going on to A levels, university and apprenticeships. | Lancaster university partnership.  YMCA partnership.  Enhanced careers advice.  Hothersall Lodge weekends that target aspiration. | 2016 academic year – PP students in the sixth form are performing well. |
| Increase rate of progress of PP students | PP not making as much progress as their non-PP peers. | The gap narrows. More PP make expected progress. | The gap narrows. | PTE/PTM tests and ensuing interventions  Summer school to help increase levels of literacy and numeracy  Lexia literacy programme  Hothersall Lodge weekends that include literacy and numeracy workshops  Outside agencies working directly with PP students during intervention week. | 2015 year 11 results showed a narrowing of the gap.  Other year groups show variability. During the academic year 2014-2015:  Y7 started with a 23% gap in 5 level 5s including ME. This narrowed to 21% by the end of the year.  Y8 started the year with a 14% gap in 5 level 5s including ME. This had narrowed to 9% by the end of the year.  Y10 started the year with a 31% gap in 5A\*-C including ME. This narrowed to 26% by the end of the year. |