

Faculty / Subject Development Plan: September 2014 - August 2015

Key Priorities from School Development Plan (to be used as a guide/suggested areas of priority)

- To celebrate the achievements of staff and students
- For staff to be empowered in helping the college achieve the best possible outcomes for all
- Use of summative assessments (linked to curriculum & examination changes)
- Further develop the pastoral & curriculum links to support student behaviour and engagement
- Develop a culture and ethos where all students try their best to achieve personal excellence
- Encourage students to have ownership and be committed to their learning

Target goals – goals that are under your control, which if achieved will help the department move towards their vision

Strategies – actions or tasks that will help you achieve your goals

KPI's – something that can be measured and is in your control eg positive feedback from student voice, evidence of students acting on staff feedback. These should not include specific figures eg 90% of lessons are good/outstanding

Timescales – deadlines for review &/or completion

Resources & approximate costs – what will you need to help you achieve your goals eg time etc. What are the associated costs?

Lead staff – The member(s) of staff who will take responsibility for overseeing, reviewing etc each target goal

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Faculty / Subject	Pupil Premium	Year	September 14 – August 15
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Target goals	Strategies	Key Performance Indicators (KPI's)	Timescales	Lead staff
Staff can clearly identify Pupil Premium students	Agree the best way of clearly identifying PP students. Add information to the system, communicate with staff and provide training as required. Staff to identify PP students on their seating plan, planning etc.	PP students are clearly identified on the school system. Staff can clearly identify PP students they teach.	December 2014	Data manager/O perations
Staff have plans in place to engage Pupil Premium students and help them make rapid progress.	TLCs and INSET sessions used to identify and share strategies. Provide an overview/guidance of best practice based on research eg Sutton trust etc Using PP budget help remove any barriers to learning. Agree rewards and recognition for PP students. Staff provided with evidence/intervention details to help support planning. Improve parental engagement through regular communication. Use of PP advisors (external) to provide specific strategies.	PP students are engaged in their learning. Drop ins, lesson observations, learning walks, student voice PP students feel valued and recognised for their commitment to learning and progress. Lesson plans, tasks and resources reflect the needs of PP students Academic progress of PP students - maximise % o students making 3 LOP	November TLC July 2015	HW, DJW PP AHT
All staff monitor the progress of Pupil Premium students and have an intervention plan for students not making the expected progress.	Analysis of health checks to identify underperformance and agree intervention. Year offices to oversee the 'bigger picture' for PP students including alternative curriculum, academic and social interventions etc. Interviews completed by year office with students. Assertive mentoring scheme. PP learning mentor and inclusion staff support students in the bridge.	Staff/department tracking documents accurately reflect student progress. Intervention cohorts are clearly identified. Maximise student progress towards 3 LOP.	December 2014 April 2015	DJW JLC JLC
Help students have higher aspirations about career choices, or HE/FE destinations	AHT to review the curriculum pathway for PP students. AHT to review setting & timetable for PP students. To agree the best combination of qualifications for PP students (being mindful of Progress 8 measures). Mentoring sessions and careers support/meetings. Visits to employers, universities etc. Presentations from employers, colleges, ex students Staff to have discussions with students regarding careers/courses specific to their subject area. Interview students to gather information about their aspirations and re-interview to monitor changes.	Engagement in lessons/subjects Student progress supports progression to aspirational courses, employment etc. Students are clear about their progression route(s) Students understand what is required to progress beyond GCSEs Feedback from interviews show that over time students have a higher aspirations and understand what they need to do to achieve these.	January 2015 November 2015 February 2015	AHT Jonathan JLC, AG