



Pupil Premium Review 2017-18

Improving Education Together.

1. Summary information					
Academy					
Academic Year	2017/18	Total PP budget	£100,980 (based on N.o.R Sept. 16-Sept.17 - 108)	Date of most recent PP Review	Feb 2016
Total number of pupils	596	Number of pupils eligible for PP	112	Date for next internal review of this strategy	Jan 2018
Total number of LAC pupils	2	Link governor for PP	Pete Bishop	Lead teacher for PP	Steven Stockdale

2. Current attainment (add performance measures)				
	<i>Pupils eligible for PP 2016/17 (23/87–26% of cohort)</i>		<i>Pupils not eligible for PP 2016/17 (64/87 – 74% of cohort)</i>	
Year 11 2016/17 cohort APS on entry (Predecessor School)	English 23.73	Maths 25.36	English 27.11	Maths 27.42
Year 11 2016/17 APS on exit (Year 4 as MHA) N.B. new grading can't be done on APS so done on average grading	3.6	3.3	4.6	4.2
% achieving 5A* - C inc. English & Maths (2012/13) – predecessor school	1%		31%	
% achieving 5A* - C inc. English & Maths (2015/16)	25%		52%	
% achieving Grade 9-4 English & Maths (2016/17)	35%		58%	
% achieving expected progress in English / Maths (2015/16) – E&M fine points/achieving target grade	52%	43%	77%	69%

as of 2016/17			
Progress 8 score average (from 2016/17)	-0.29		0.17
Attainment 8 score average (from 2016/17)	36.02		45.81

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

- | | |
|-----------|------------------------------------------------------------------------------------------|
| A. | Attitude to learning and aspirations; lack of wider educational and cultural experiences |
| B. | Improved Quality First Teaching |
| C. | Lower reading ages and writing skills/Literacy |

External barriers (*issues which also require action outside school, such as low attendance rates*)

- | | |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| D. | Attendance rates for pupils eligible for PP are 92.2% (below the target for all children of 96%) and compared to 94.9% (All). This reduces their school hours and causes them to fall behind on average. |
| E. | Home support for pupils with rigours of learning and study and, at times, lack of access to resources and wider cultural/educational experiences |
| F. | Social factors and skills contributing to higher rates of fixed term exclusions amongst PP pupils |

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminish difference between PP and non PP across all year groups in English and Maths	Attainment raised and gap closed in E&M and meeting age related expectations in all other year groups. Progress and Attainment 8 scores. Half-termly data drop measures.
B.	Barriers to progress eliminated so that pupils have the necessary resources, experiences and QFT to access and support learning and make desired progress. Audit and follow up tracker in place and reviewed after each data drop. QFT MER cycle in place.	Barriers identified and provision put in place. Actions from audit lead to pupils making desired progress. Homework and interventions tracked and progress accelerates in line with their target grade.

		Quality First Teaching across all subject areas Diminish difference in A8 and P8
C.	Improved reading ages and writing skills across all year groups and subjects	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations for reading and writing
D.	Increased attendance rates for pupils eligible for PP to be in line with national averages	Further reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves to be in line with national average.
E.	To reduce the percentage of fixed term exclusions for PP pupils	Audit behaviour and fixed term exclusion data and identify those at risk of fixed term exclusion or persistent behaviour sanctions. Mentoring programmes for those at risk and tracked for impact half termly. Fixed term exclusions are in line with national averages.

5. Planned expenditure						
Academic year	2017/18					
The headings below enable academies to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Diminish difference between PP and non PP across all year groups in English and Maths, particularly HAPs	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time. Materials provided for	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions from external visitors, PiXL, etc.	Extra teaching time and preparation time. Engage with parents and pupils before intervention begins to address any concerns. Follow up ALT mentoring. Track data in English and maths at key points. Academy MER cycle: learning walks, drop ins, book looks, observations.	HoD English & Maths Vice Principal PP Coordinator	£17,150	November 2017 March 2018 May 2018

	<p>disadvantaged students, including revision books and non IT equipment. PiXL and HET programmes to raise attainment. Small group interventions for targeted PP pupils</p>					
<p>Barriers to progress eliminated so that pupils have the necessary resources, experiences and Quality First Teaching (QFT) to access and support learning and make desired progress. Particular focus on stretch and challenge for more able pupils.</p>	<p>Staff training on high quality feedback and assessment led Schemes of Work. CPD briefings and after academy training sessions with a focus on our Key Lines of Enquiry. Resources and extra-curricular experiences provided for PP pupils where needed</p>	<p>QFT- Improve quality and regularity of feedback and ensure it is used formatively by pupils and teachers. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Ensure academy procedures and policies around Teaching, Learning and Assessment are implemented consistently across the academy.</p> <p>Audit and follow up tracker in place and reviewed after each data drop. QFT MER cycle in place.</p> <p>Academy MER cycle: learning walks, drop ins, book looks, observations.</p>	<p>Assistant Principal, Teaching, Learning and Assessment</p>	<p>£25,250</p>	<p>Jan 2018</p>
<p>Improve reading ages and writing skills across all year groups and subjects</p>	<p>Staff training on RWC, Accelerated Reader and directed reading to support DEAR time across all subjects. Comprehensive EMCUP/catchup programme following use of GL assessments in lower years. RWC interventions through TA Team</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. PP pupils with lower RA are making less progress. The ability to access and analyse texts and write confidently and with clarity is fundamental to learning and progress.</p> <p>Components of language identified as an area of weakness from moderation Accelerated Reader was shown to have a positive impact in an independent evaluation.</p>	<p>HoD English and Literacy Coordinator to develop whole school RWC action plan. PP students highlighted and tracked.</p> <p>Use INSET days to deliver training. Extended writing embedded across the curriculum with MER cycle built in to ensure impact and focus ongoing coaching on findings.</p>	<p>HoD English Literacy Coordinator</p>	<p>£15,580</p>	<p>Feb 2018</p>

	and peer reading scheme					
Total budgeted cost						£57,980

ii. Other approaches						
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Increased attendance rates for pupils eligible for PP to be in line with national averages; reduce PA from previous year.	In house EWO and use CEIAG targeted interventions, 1:1 support, home school liaison and support programmes, including rewards and challenge events. Enhanced role of tutor – mentoring and tracking through pastoral teams and LABS panel. Uniform supplied to those in need.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	ALT line management of Attendance Officer and EWO. PP attendance tracker and briefings for pastoral leads and their teams. Weekly LABS panel. SENCo involvement for SEND/PP Half-termly reviews of a range of data Academy Improvement Plan priority To feature in Performance Management targets	EWO (RRO) AO (PLA) VP (VBU)	£20,000	Oct 2017 and half-termly after that

To reduce the percentage of fixed term exclusions for PP pupils	Identify a targeted behaviour intervention for identified students. Staff training on 'Enhanced role of Tutor and Pastoral Teams', including CEIAG – enhanced tracking and interventions – weekly LABS panel; Mentoring of at risk disadvantaged pupils by ALT and pastoral teams	The EEF Toolkit suggests that Targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Attainment and attendance is affected by exclusions. Social, emotional and other needs and barriers of pupils need to be audited and analysed and appropriate support and intervention put in place to reduce/manage triggers that can lead to fixed term exclusions.	Use PL/GM to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors. ALT line management of PDBW and PP Coordinator, Progress Leader and Guidance Manager tracking and interventions. PP tracker and briefings. Weekly LABS panel. SENCo involvement for SEND/PP Half-termly reviews of a range of data To feature in Performance Management targets	Progress Leaders Guidance Managers	£13,000	October 2017 and half-termly after that
Total budgeted cost						£33,000

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improved Year 7 literacy progress</p>	<p>CPD on self-regulated writing for relevant teachers. CPD on Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language</p>	<p>Mixed – Whilst there was some evidence of impact for the 'not secondary ready' students, more accelerated progress for literacy was desirable.</p> <p>5 students undertook a literacy programme – Reciprocal Teaching. All these students made some progress with their reading and writing skills</p> <p>Autumn 1: English 6/24(25%) PP students were on-track to make expected progress – compared to whole year group of 44%</p> <p>Summer 2: English 18/24(75%) PP students were on-track to make expected progress – compared to whole year group of 66%</p> <p>Success criteria: not fully met but the approach is having some success.</p>	<p>Staff were proactive in embedding a rigorous 'catch-up' programme for literacy – accelerated reader and reading skills. There is a higher percentage (75% at summer 2) of PP on-track for English than the year group as a whole(66% at summer 2).</p>	<p>£16,500 allocated from staff salaries for PP coordinator and English HLTA</p>
------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------

Improved outcomes	Staff training on high quality feedback and assessment led Schemes of Work	The academy achieved its best ever set of results. Although there is still a gap between PP and non PP, the gap is closing from 2015-16 when comparing old measure of 5A*-C EM with Basics, the gap has been further reduced by 10% and Ebacc by 4%. A8 remained broadly the same for disadvantaged students, however this was with a cohort with a significantly lower APS on entry. This year, ten non-core subjects saw disadvantaged students achieving as well as or better than non-disadvantaged students (A*-C)	Assessment-led schemes of work, accuracy of assessment, use of formative assessment and feedback continues to be a key priority across the academy. It is clear from the EEF Toolkit and experts like Marc Rowlands that formative assessment and Quality First Teaching have the biggest impact.	£15,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved Year KS3 numeracy progress	1:1 and small group provision for struggling Y7 & 8 pupils.	<p>Mixed - Some of the students need targeted numeracy support to catch up.</p> <p>Autumn 1: Year 7 Maths 10/24(42%) PP students were on-track to make expected progress – compared to whole year group of 59%</p> <p>Summer 2: Year 7 Maths 18/24(75%) PP students were on-track to make expected progress – compared to whole year group of 74%</p> <p>Autumn 1: Year 8 Maths 14/39(36%) PP students were on-track to make expected progress – compared to whole year group of 42%</p> <p>Summer 2: Year 8 Maths 20/34(59%) PP students were on-track to make expected progress – compared to whole year group of 61%</p> <p>Success criteria: not fully met – there are some gaps in certain year groups.</p>	The Maths dept. must look closely at the strategies used in English and make more use of support staff with 1:1 or small group timely interventions. More success in Year 7 than Year 8.	£10k allocated from TA salaries for specific support for PP students.

Improved progress for high attaining pupils at KS4 in English & Maths	Weekly small group sessions in maths and English for high-attaining pupils with HOD or HLTA, replacing tutor time or assembly.	<p>High - provided extra support to maintain high attainment. Small group interventions with highly qualified staff were effective.</p> <p>4 PP students (24 in cohort) were HAPS</p> <p>3 out of 4 achieved 5+ for English 4 out of 4 achieved 5+ for Maths</p> <p>English = 1 grade 7, 2 grade 5's, 1 grade 4 Maths = 1 grade 9, 1 grade 7, 2 grade 5's</p> <p>One Year 11 PP student achieved Grade 9 in Maths after attending morning sessions and many 8's in English</p> <p>Success criteria: met</p>	Where there was Quality First Teaching and students there was the most significant improvements.	£16,500
Improve progress for MTA's and CE pupils	'Welfare' mentoring through PL and GM's Counselling	<p>5 PP out of 24 were MTA/CE (3 of which were LAPS)</p> <p>English = 1 grade 6, 1 grade 4, 1 grade 2, 1 grade 1 Maths = 1 grade 4, 3 grade 2's, 1 grade 1</p> <p>Success criteria: not fully met.</p>	The Academy is still seeing a large percentage of MTA's and CE's in comparison to the total number on roll. Many of these students have significant gaps in education (PP and Non-PP). The focus needs to be on removing barriers and focusing support on academic progress and academic mentoring	£7,500

iii. Other approaches				
Desired outcome	Chosen action /approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Increased attendance rates	EWO employed	Attendance for disadvantaged students has seen a rise from last year, albeit a small one and the gap reduced. Success criteria: met	We would like to see persistent absence among disadvantaged students reduce still further	£12000 Education, behaviour and support services
Reduced behavioural points for MTA's and CE pupils.	Identify a targeted behaviour intervention for identified students.	On the whole the approach has shown positive impact with PP students no longer being seen as necessarily vulnerable group for FTE's	At stages throughout the year the Vice-Principal (PDBW) has embedded a new system of tracking and intervening with vulnerable students. PL's/GM's to track trends/patterns with PP against Non-PP and continue bespoke approaches.	£12000 allocated from staffing budget for Education, behaviour and support services
Increase attendance at Meteor club and reduce detention percentage.	Use TA and student leaders to monitor attendance to Meteor club	Mixed: Overall numbers have increased and more so for PP students in younger years. Detentions reduced across most subject areas Success criteria: not fully met	The Academy continues to successfully track ALL interventions that are provided. Bespoke interventions for older PP students needed rather than Meteor Club. Middle Leader MER of PP homework and studying needs to be more precise and focus on removing barriers and providing bespoke support/interventions. Where detentions were not reduced, this was linked to quality of teaching. Reducing subject/teacher variation is a key priority in 2017 18 Improvement Plan	£10k allocated from TA salaries for specific support for PP students.

Recommendation and actions from the review

- 1. Reconsider the effectiveness of the spend, particularly the impact on achievement where progress is weakest.**
- 2. Put into place a “Team around the Pupils” approach to reviewing progress of disadvantaged pupils and the impact of interventions.**
- 3. Put structures into place to be able to record interventions and analyse the impact of these interventions more often.**
- 4. Share the best practice found in English across other subjects.**