Academy Transformation Trust

Pupil Premium Review
Mark Hall Academy
2018-19

Improving Education Together.

Context and Pupil Premium Grant

Context of the academy	Mark Hall Academy opened in September 2013. It is proud to be part of the Academy Transformation Trust and is supported both centrally and regionally by ATT staff. The academy is an 11-16 school with a PAN of 210. Numbers are rising, with 93 students in year 11 and 187 in year 7, with a total of 700 students. The Academy expects to be oversubscribed in year 7 in 2019. The academy is undergoing an extensive building programme, with a brand new school building opening in October 2019. The old building will then be demolished. The new school building along with the Mark Hall Sports Centre will provide the academy with state of the art facilities.
The Pupil Premium Grant	The Pupil Premium grant is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The Pupil Premium grant has remained unchanged for the academic year 2018-19, with secondary schools attracting £935 per disadvantaged child (DfE website October 2018). Schools will also receive £2300 for each looked-after pupil, although this money will be spent in consultation with the child's Local Authority Virtual Headteacher. The money provided for looked after children has risen from £1900 in 2017-18.

1. Summary information					
Academy	Mark Hall Academy				
Academic Year	2018/19	**Total PP budget**	£162,690	**Date of most recent PP Review**	Feb 2016
Total number of pupils	694	**Number of pupils eligible for PP**	229 (2018-19)	**Date for next internal review of this strategy**	Jan 2019
Total number of LAC pupils	2	**Link governor for PP**	Julie Bloor	**Lead teacher for PP**	Laurel Lee

2. Current attainment - Year 11 Summer 2018 results			
	All pupils	*Pupils eligible for PP (your academy)*	*Pupils not eligible for PP (national average 2017)*
Progress 8	-0.44	-0.68	*0.11*
E – Baccalaureate	11%	6%	24%
Basics Grade 4 (English and Maths at Grade 4+)	57%	47%	58.5%
Basics Grade 5 (English and Maths at Grade 5+)	33%	22%	39.1%
Basics Grade 4 HAPs (Higher Ability Pupils)	90%	75%	92%
Basics Grade 4 MAPs (Middle Ability Pupils)	45%	55%	54%
Basics Grade 4 LAPs (Lower Ability Pupils)	0%	0%	9%

Basics Grade 5 MAPs	12%	9%	24%
Attainment 8	40.83	33.57	4.63
Attendance	95.7%	94.4%	94.6%

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		
	Desired outcomes and how they will be measured	*Success criteria*
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	**2018/19**

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 disadvantaged students, including revision books and non IT equipment. PiXL and HET programmes to	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	£22,500	December 2018 March 2019 May 2019

	raise attainment. Small group interventions for targeted PP pupils					
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.	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	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.	Ensure academy procedures and policies around Teaching, Learning and Assessment are implemented consistently across the academy. Audit and follow up tracker in place and reviewed after each data drop. QFT MER cycle in place. Academy MER cycle: learning walks, drop ins, book looks, observations.	Assistant Principal, Teaching, Learning and Assessment	£140,000	Jan 2019 and May 2019
Improve reading ages and writing skills across all year groups and subjects	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 and peer reading scheme	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. Components of language identified as an area of weakness from moderation Accelerated Reader was shown to have a positive impact in an independent evaluation.	HoD English and Literacy Coordinator to develop whole school RWC action plan. PP students highlighted and tracked. 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.	HoD English Literacy Coordinator	£17,500	Feb 2019

Total budgeted cost	£180,000

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.	Buy in EWO services 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. 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 (bought in service) AO (PLA) VP (VBU)	£20,000	Oct 2018 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 –	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	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.	Progress Leaders Guidance Managers	£15,000	October 2018 and half-termly after that

	weekly LABS panel; Mentoring of at risk disadvantaged pupils by ALT and pastoral teams	reduce/manage triggers that can lead to fixed term exclusions.	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			
					Total budgeted cost	£35,000

6. Review of 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.							
iii. 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?**	**Review from Spring 2:**
Diminish difference between PP and non PP across all	Weekly small group sessions in maths and English for high-attaining pupils	We want to provide extra support to maintain high attainment.	Extra teaching time and preparation time. Engage with parents and pupils	HoD English & Maths Vice Principal	£17,150	November 2017 March 2018 May 2018	Year 7 2017-18 PPvNonPP E&M Progress - Spring 2 PP = 22 | | English on-track | Maths on-track

year groups in English and Maths, particularly HAPs	with HOD or equivalent, replacing tutor time. Materials provided for disadvantaged students, including revision books and non IT equipment. PiXL and HET programmes to raise attainment. Small group interventions for targeted PP pupils	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.	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.	PP Coordinator			

Non-PP = 99	ALL	82%	82%
	PP	50%	15%
	NonPP	49%	53%
	PPHAPS	n/a (0/0)	n/a (0/0)
	PPMAPS	94% (16/17)	71% (12/17)
	PPLAPS	50% (2/4)	0% (0/4)
	PPnodata	100% (1/1)	100% (1/1)

Year 8 2017-18 PPvNonPP E&M Progress - Spring 2			
PP = 49		English on-track	Maths on-track
Non-PP = 92	ALL	76%	62%
	PP	62%	48%
	NonPP	62%	79%
	PPHAPS	75% (3/4)	25% (1/4)
	PPMAPS	65% (20/31)	55% (17/31)
	PPLAPS	67% (8/12)	50% (6/12)
	PPnodata	50% (1/2)	50% (1/2)

Year 9 2017-18 PPvNonPP E&M Progress - Spring 2			
PP = 49		English on-track	Maths on-track
Non-PP = 99	ALL	44%	44%
	PP	23%	41%
	NonPP	52%	55%
	PPHAPS	39% (7/18)	44% (8/18)
	PPMAPS	12% (3/25)	32% (8/25)

	PPLAPS	67% (4/6)	67% (4/6)
	PPnodata	n/a (0/0)	n/a (0/0)

Year 10 2017-18 PPvNonPP E&M Progress - Spring 2			
PP = 25		English on-track	Maths on-track
Non-PP = 64	ALL	45%	41%
	PP	48%	36%
	NonPP	48%	50%
	PPHAPS	33% (2/6)	33% (2/6)
	PPMAPS	57% (8/14)	36% (5/14)
	PPLAPS	33% (1/3)	33% (1/3)
	PPnodata	100% (2/2)	50% (1/2)

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	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	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.	Ensure academy procedures and policies around Teaching, Learning and Assessment are implemented consistently across the academy. Audit and follow up tracker in place and reviewed after each data drop. QFT MER cycle in place. Academy MER cycle: learning walks, drop ins,	Assistant Principal, Teaching, Learning and Assessment	£25,250	Jan 2018

PP off-track students in EBACC subjects for each year group – use following 'wave' approach to recovery of progress:

Overall Class data : % & names			Actions for impact for Summer 2:
			Wave 1: look at students on M threshold nearest to converting
On track %			
Off track %			
Overall % on track		Names of students off track	
Boys			
Girls			
PP			
Non-PP % only			
SEND			
Non-SEND % only			
EAL			
LAC			Wave 2: look at students on S threshold, A2L
MTA			
HAPS			
MAPS			
LAPS			

<table>
<tr><td>challenge for more able pupils.</td><td></td><td></td><td>book looks, observations.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Improve reading ages and writing skills across all year groups and subjects</td><td>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 and peer reading scheme</td><td>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.
Components of language identified as an area of weakness from moderation
Accelerated Reader was shown to have a positive impact in an independent evaluation.</td><td>HoD English and Literacy Coordinator to develop whole school RWC action plan. PP students highlighted and tracked.
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.</td><td>HoD English Literacy Coordinator</td><td>£15,580</td><td>Feb 2018</td><td>YEAR 7 EMCUP:
<table>
<tr><th>English on Track</th><th>Students</th><th>GL Ass</th><th>% GL Ass</th><th>Aut 2</th><th>% Aut 2</th><th>Spr 2</th><th>% Spr 2</th></tr>
<tr><td>All</td><td>21</td><td>9</td><td>43%</td><td>19</td><td>90%</td><td>11</td><td>52%</td></tr>
<tr><td>PP</td><td>6</td><td>2</td><td>33%</td><td>6</td><td>100%</td><td>5</td><td>83%</td></tr>
<tr><td>Non PP</td><td>15</td><td>7</td><td>47%</td><td>13</td><td>87%</td><td>6</td><td>40%</td></tr>
</table>
<table>
<tr><th>Maths on Track</th><th>Students</th><th>GL Ass</th><th>% GL Ass</th><th>Aut 2</th><th>% Aut 2</th><th>Spr 2</th><th>% Spr 2</th></tr>
<tr><td>All</td><td>21</td><td>11</td><td>52%</td><td>13</td><td>62%</td><td>11</td><td>52%</td></tr>
<tr><td>PP</td><td>6</td><td>1</td><td>17%</td><td>3</td><td>50%</td><td>2</td><td>33%</td></tr>
<tr><td>Non PP</td><td>15</td><td>10</td><td>67%</td><td>10</td><td>67%</td><td>9</td><td>60%</td></tr>
</table>
YEAR 8 EMCUP:
<table>
<tr><th>English on Track</th><th>Students</th><th>GL Ass</th><th>% GL Ass</th><th>Aut 2</th><th>% Aut 2</th><th>Spr 2</th><th>% Spr 2</th></tr>
<tr><td>All</td><td>12</td><td>7</td><td>58%</td><td>10</td><td>83%</td><td>10</td><td>83%</td></tr>
<tr><td>PP</td><td>5</td><td>4</td><td>80%</td><td>5</td><td>100%</td><td>5</td><td>100%</td></tr>
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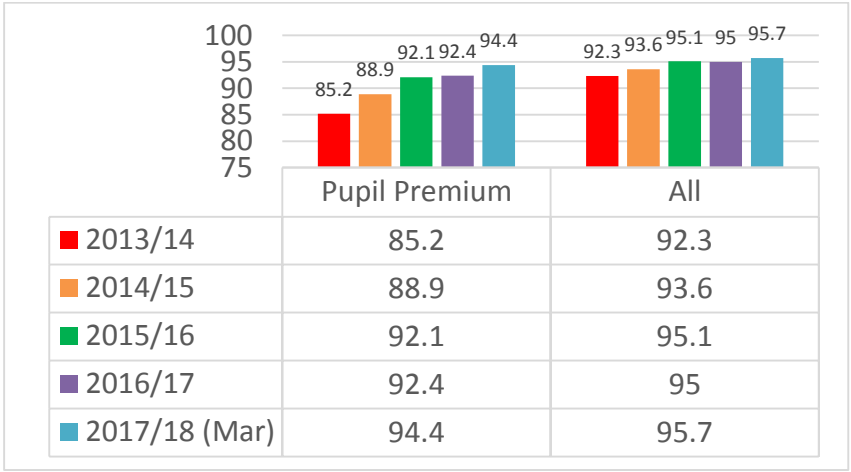
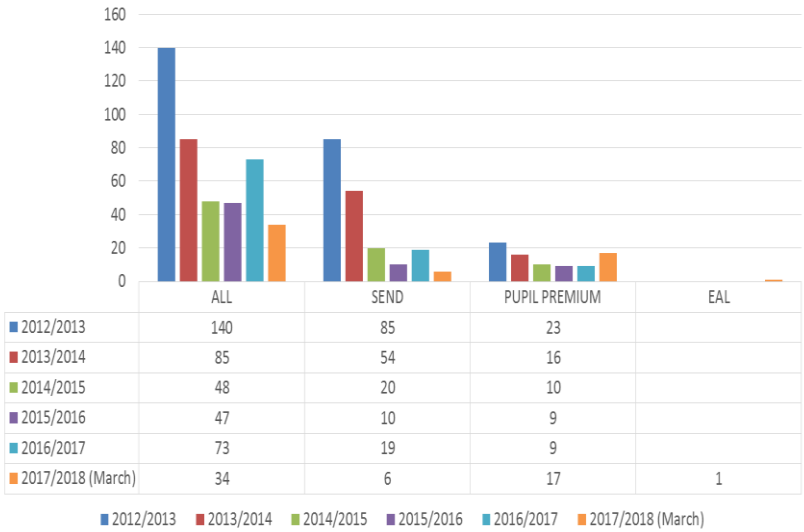
iv. Other approaches							
Desired outcome	**Chosen action/ approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Cost**	**When will you review implement ation?**	**Review from Spring 2:**
Increased attendance rates for pupils 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	

	Pupil Premium	All
2013/14	85.2	92.3
2014/15	88.9	93.6
2015/16	92.1	95.1
2016/17	92.4	95
2017/18 (Mar)	94.4	95.7

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	Progress Leaders Guidance Managers	£13,000	October 2017 and half-termly after that	

			Management target				
Total budgeted cost						£33,000	

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.**