



Pupil premium strategy statement 2018/9:

1. Summary information					
School	TGAR				
Academic Year	2018/9	Total PP budget	£83160 (TBC)	Date of most recent PP Review	Sept 2018
Total number of pupils	184	Number of pupils eligible for PP	61	Date for next internal review of this strategy	Dec 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected progress in English / Maths (2017/18 only)	38%	63%
Progress 8 score average (from 2017/18)	-0.05	0.14
Attainment 8 score average (from 2017/18)	33.35	40.51

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress
B.	Numeracy skills are lower for eligible PP than other pupils, which prevents them from making good progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance rates for pupils eligible for PP are 85.7% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind.
D.	Low levels of aspiration, resilience and study skills which lead to low confidence. Pupil premium pupils often have poor home environments with a greater proportion of single parent families, transitional housing, generational worklessness and a low level of self-esteem.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	High levels of progress in literacy for all pupils eligible for PP and equality of progress with all pupils.	Pupils eligible for PP in Year 7 make equal progress to others in English and reading ages throughout year 7 and 9. Pupils in both groups make at least expected progress in English by the end of year 11 as evidenced in GCSE outcomes and Progress 8 scores.
B	High levels of progress in numeracy for all pupils eligible for PP and equality of progress with all pupils.	Pupils eligible for PP in Year 7 make equal progress to others in maths throughout year 7 and 9. Pupils in both groups make at least expected progress in Maths by the end of year 11 as evidenced in GCSE outcomes and Progress 8 scores.
C	PP pupils to have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the academy.	Pupil premium pupils all have quality work experience placements. Attendance rates between PP and others to be comparable for all year groups. Entry rates to sixth form comparable with others within the school. Participation in school clubs and organisations to be equitable for pupil premium pupils.
D	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves 95% in line with 'other' pupils.

5. Planned expenditure

Academic year

2018/9

The three headings below enable schools 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	When will you review implementation?
A. High levels of progress in literacy for all pupils eligible for PP and equality of progress with all pupils.	Smaller class sizes in English in all year groups	Smaller class sizes allow more intervention in class for pupils not making progress who are often PP pupils.	Progress tracking for pupils	PBY	Sept 19
	Embed literacy in all lessons and assessments	Evidence show a whole school approach to literacy and a common language enhances progress in literacy.	Regular monitoring and tracking of average reading age per year and by pupil group.	GBK	Sept 19
	Use of 'Literacy lab' to improve reading skills	Literacy lab has demonstrated impact with recent academy results where PP students have outperformed	Evaluations of training	GBK	Sept 19
	Lexia operating in year 7 to 9	Lexia has been proven on numerous occasions inside academy and externally to make a substantial impact on reading ages	Records on reading ages	MBN	Sept 19
B. High levels of progress in numeracy for all pupils eligible for PP and equality of progress with all pupils.	Smaller class sizes in Maths in all year groups	Smaller class sizes allow more intervention in class for pupils not making progress who are often PP pupils.	Progress tracking for pupils	BHN	Sept 19
	Use of 'Numeracy lab' to improve reading skills	Numeracy lab has demonstrated impact with recent academy results where PP students' are matching their peers.	Evaluations of training	GBK	Sept 19

<p>A. Improving the quality of teaching across the school in order to deliver quality first teaching.</p>	<ul style="list-style-type: none"> Ensuring that PP RECEIVE HIGH QUALITY LEARNING EXPERIENCE. Regular reviews of T&L Focus in Annual Review 	<p>We want to offer high quality teaching to all these pupils to drive up results at source of teaching to ensure that all students receive an excellent provision in every lesson.</p>	<p>Through the observation cycle and personalised CPD programme from staff as well as use of IRIS in lessons as a developmental tool.</p> <p>Annual review to have a PP focus</p> <p>(£3000)</p>	<p>MMA</p>	<p>Jun 19</p>
<p>A. Improving the quality of teaching across the school in order to deliver quality first teaching.</p>	<ul style="list-style-type: none"> Improving the quality of assessment and the use of assessment routines in the classroom across the school Regular Venn meetings with HoD to ensure focus on attainment 	<p>The assessment provides detailed feedback on how students have performed and more importantly how they can improve.</p>	<p>HOD to oversee resources and scheme development.</p> <p>Review with College Leaders and HOD.</p> <p>Formalised data review documentation to review strategies termly.</p> <p>Regular Venn Meetings with HoD with a focus on PP as an agenda item.</p> <p>Use of 4-matrix as a measurement tool for staff</p>	<p>GBK</p> <p>GBK</p> <p>GBK</p> <p>GBK</p>	<p>Termly</p>
<p>A. Improving the quality of teaching across the school in order to deliver quality first teaching.</p>	<ul style="list-style-type: none"> Improving the quality of feedback and the actions taken by students in response to feedback, leading to improved progress of PP students. 	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the 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. This will focus specifically on ensuring effective feedback and student response.</p>	<p>HODS to work across the trust to develop and implement common assessments into SoW's.</p> <p>Support given by GBK to ensure that all SoW's have integrated assessment points, with defined assessment criteria and outcomes</p> <p>Regular meetings between Trust leads; Inset days</p> <p>(£10 000)</p>	<p>GBK</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>£38 160</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved literacy progress	121 and small group provision of Lexia.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Consult local school which has used the programme to identify any potential barriers to good implementation.</p> <p>Data tracking of these students to show impact of the programme.</p> <p>Teaching Assistant CPD</p> <p>Timetabled intervention lessons for students with poor literacy levels written into normal school day</p>	PBY	Jun 19
B. Improved literacy progress	Whole school approach with focused tasks during the form tutor time	Encouraging students to read, to themselves and aloud, develops the capacity and further improves resilience of the students.	All form groups to work collaboratively on planned programme of literacy tasks.	PBY	Termly
<p>A. High levels of progress in literacy for all pupils eligible for PP.</p> <p>B. High levels of progress in numeracy for all pupils eligible for PP.</p>	Greater tracking and identification of PP pupils not making expected progress	Early intervention leads to greater overall progress.	<p>Following each assessment window teachers in English, Maths and science will have to identify reasons for underperformance and suggest actions for all pupils not making expected progress. Pupil premium pupils in this category will be monitored by the PP lead.</p> <p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>All recorded on HoD summary sheets and Venn meetings</p>	GBK	Termly

<p>A & B. Improved rates of progress across KS4 for high attaining pupils eligible for PP.</p>	<p>Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly.</p>	<p>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 such as talks from successful former pupils.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.</p> <p>Establish groups for small intervention work in English and Mathematics, using PE and /or form time to facilitate.</p>	<p>HOD English & Maths</p>	<p>Apr 19</p>
<p>D. PP pupils to have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school.</p>	<p>All Pupil premium pupils will have a 1 2 1 meeting with the Learning Mentors within year 7-11 to ensure that targets are set, needs are met and the appropriate support is offered.</p>	<p>We want all PP pupils to feel valued and to be known in the school</p>	<p>Records kept of all meetings</p> <p>Counsellor support, youth worker and work experience support for targeted students.</p> <p>Includes using CEIAG to improve opportunities post-16</p> <p>Use of learning mentors to provide confidence development</p>	<p>GBK</p>	<p>Sept 19</p>
<p>D. PP pupils to have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school.</p>	<p>Implementation of Thrive programme to targeted students.</p>	<p>By supporting students with mental health and learning needs students will be able to build their self-esteem and worth. Research on Thrive programme is very positive.</p>	<p>Nominated lead for programme. Training of staff to deliver to students. Monitoring and feedback of sessions</p>	<p>JCE</p>	<p>Sept 19</p>
Total budgeted cost					<p>£37500</p>

D. Revision guides and resources purchased for PP students	Purchase guides for English, maths and science for all PP students. Calculators provided for PP students to ensure they have full access to all materials delivered.	Students that are better resourced have increased potential to improve their attainment. Students will not necessarily purchase the items, and if they do, be specifically matched to the correct specification	PP Co-ordinator to review students' subjects, liaise with HoD's for correct materials to support students.	EDT	Nov 19
D Provide resources for PP students to ensure that they can fully participate in all lessons comparable to their peers	To provide equality on all KS4 courses that students choose so that PP students can fulfil the same curriculum as their peers		Provide materials for lessons; e.g. Nutrition, Languages. Engagement with Elevate Education to provide skills for revision and exam preparation Payment for any trips to ensure full participation.	GBK	Termly
D Numeracy skills are lower for eligible PP than other pupils, which prevents them from making good progress	Intervention lessons to support students in their final year of GCSE	Small focused intervention, which is timely and focused on the key topics, ensures students' understanding is developed and further aids their understanding of the key concepts. This reinforces their development within the normal maths lessons	Small group intervention, focus on key topics for selected students.	BHN	
C. Increased attendance rates	Student services, particularly Attendance Officer, employed to monitor pupils and follow up quickly on truancies. First day response provision.	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.	Thorough briefing meetings with CL's and Attendance Officer about existing absence issues. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Attendance and progress discussed at least fortnightly with CL and Attendance Officer. Letters about attendance to parents / guardians. Attendance Officer to visit all PA at home to discuss attendance with parents / guardian and explore barriers where issues exist.	Attendance Officer	Sept 19
Total budgeted cost					£7500

6. Review of expenditure				
Previous Academic Year				
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
ii. 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
				Total Expenditure :