

Pupil Premium Review Statement 2017-2018

What are the barriers to progress of students?

In England, there is a considerable difference between the GCSE outcomes that students who are deemed 'pupil premium' achieve (see below for definition), and those who are not, for both progress made from primary school and attainment at the end of secondary school. All schools nationally are charged with diminishing this difference for their pupil premium students as quickly as possible.

As an academy we endeavour to secure the very best outcomes for ALL students, regardless of their circumstances or individual need.

It is critical that we identify the barriers that students face to their learning and progress at school. This in turn allows our focus, support and challenge to our young people, so they all can properly secure life changing qualifications and the confidence and skills to make their way in adult life and the workplace as successfully as possible. This identification also allows honest and sometimes frank discussions with parents so that we can work as effectively together to get the very best for their sons and daughters.

We do not have a blanket approach to how we support pupil premium students, as we strongly believe they are individuals. We aim to know all our students and families well, to allow bespoke support where it is needed, pulling from a very wide range of strategies and support processes from teachers, pastoral staff, support staff and the leadership of the academy. These strategies are listed below, however there are barriers that we have identified that alone or combined make a big difference to how well our students achieve during their time with us:

In-school barriers

- Consistency of teaching over time. Boys attitude to learning and aspirations.
- Students' social, emotional and mental health needs can impact on readiness to engage with learning
- Literacy skills in terms of reading comprehension and writing.

External barriers

- A lack of regular routines including home reading, homework and having correct equipment in school.
- Parental engagement
- Consistent attendance and punctuality.

What is Pupil Premium?

Pupil Premium is an additional grant given to students who:

- Have been eligible for free school meals (Deprivation disadvantaged) at any time in the last six years (£935)
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (£2,300)
- Have parents/carers in the armed services, who face particular challenges (£300)

Previous Academic Year		2017 – 2018	
Spend		£282,000	
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)
To ensure disadvantaged students receive high quality teaching.	Regular CPD and LW. Use of tuition. Review of PP provision.	Lesson observations and learning walks show that teaching and learning is typically good and improving over time. In certain subjects, the progress of disadvantaged students is good whilst other subjects needs to do more to ensure disadvantaged students are making good progress.	This approach is ongoing as we need to ensure that all students have quality first teaching.
To ensure students become more confident with literacy skills.	Whole school literacy focus on a fortnightly basis. Subject areas have literacy mats. Twilight CPD on the importance of literacy.	All departments have literacy mats with common terminology, which is shared across the academy. Fortnightly literacy focus for staff to share with students. Literacy marking guidelines have been created. Learning walks/observations have shown that there is more of a focus on literacy and observations provide an opportunity to record best practice seen (90% of observations evidence explicit reference to literacy).	This approach will continue as we need to promote literacy skills across the academy as they are vital to success at GCSE. During tutor time there will also be a fortnightly literacy exercise to complement the Ninja Maths and SPAG exercises where results are logged and tracked and help inform Wave 2 interventions.

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)
To ensure staff are aware of the needs of boys.	Whole school CPD. Staff to focus on looking at one or more PP boys and classroom interventions which will support students.	CPD session took place which was led by the Vice Principal in charge of achievement. Staff have had training on using SIMS to record interventions in order to support learners across all subjects. We are starting to have a comprehensive system which shows the interventions in place and the strategies which work for each	This is an ongoing process and further training may be needed and staff will continuously update the marksheets.
To ensure staff are aware of the needs of students who are eligible for Pupil Premium.	Development of marksheets to show 'complete' picture of student and identify barriers to achievement.	Students have received one page profiles to complete with information and their own thoughts/advice on what staff can do to support them. This is put on the marksheets on SIMS. All staff are aware of how they can support all students within their class.	We will shortly have a comprehensive system in place to allow us to understand how to support each individual student. This is obviously an ongoing process and marksheets will be updated when necessary.
To close the gap between disadvantaged students in Year Eleven in comparison to non disadvantaged.	Comprehensive intervention and mentoring programme to be established so that we can closely track and intervene quickly.	The gap has decreased from approximately half a GCSE grade to under a third. Year Eleven disadvantaged students were all given relevant revision guides and provided with P6 lessons and represented the majority in the trial boys only maths tutor group. There were concern evenings for those students who were are danger of underperforming. Several students were mentored by staff.	Although we have seen some success with this process, we need to refine and adapt this for 2018/2019. We need to look at individual departments' performance with the disadvantaged and provide support where needed. Progress of female disadvantaged students after taking into account the students that we requested the DfE to exclude from the school's data was positive however boys progress has deteriorated.

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To focus on the achievement and performance of boys across the academy in order to raise aspirations and achievement.	Strategy group to look at the performance of boys across the academy. Opportunities for relevant CPD opportunities. Fund for staff to bid for projects.	This is still a priority area to focus on. Due to time constraints, it was difficult to establish a strategy group. The strategy group met once and came up with a list of effective strategies. There is a designated area on the staff intranet for boys' achievement. We still need to undertake further research/action in this area.	This approach will continue in 2018/2019 but with major adjustments. We will relaunch the strategy group. We will also look at department areas where boys performance is strong and look at how we can disseminate this across the academy.
To develop a coaching programme to support staff in terms of teaching and learning.	Coaching programme has been developed to support staff who have areas of development from lesson observations/ learning walks.	7/9 made good progress and were moved off coaching. Bespoke coaching led to improved teaching and learning, rated as typically good, for 78% of those being coached"	This is still a key focus area for this academic year (see objective for 2018/2019). All students need access to quality first teaching.

i. 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)
To develop a comprehension programme.	Dedicated comprehension groups will allow students to work on a text and develop vital skills in decoding text.	We developed our own robust comprehension programme where we have included a variety of different texts etc. Students have one lesson per week. 85% of students made at least nine months progress - predominantly students were disadvantaged	This approach will continue next year as it has had excellent results. TAs, who are delivering the programme, are also constantly adapting the programme based on their own CPD.
To ensure students become more proficient in spelling due to the demands of the new GCSE specifications.	Whole school spelling lists based on the keywords for each subject. Implementation of 'Apples and Pears' spelling programme to support the weakest spellers.	CPD has taken place for all staff on the importance of SPAG for the new GCSE specifications. Departments created their own spelling lists for their subjects, which were then used as the basis for spelling tests which were set on 'Show My Homework'. Pupils subject specific spelling test results increased- in frequency of completion of home learning tests and average scores: (Spelling data: September 2017 baseline: 63.5% completion rate of tests / 81.5% average score February 2018 tests: 73% completion rate of tests / 83.6% average score)	In terms of evaluating this approach, we felt that this was not successful and needs further modification for the academic year 2018/2019. Consequently, all students across the academy will sit the Youngs Spelling Test, which will generate a spelling age. This will be tested on a termly basis and we will also be buying access to Spellzone which will enable students to work on their spellings at home as well.

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To implement Lexia programme.	Students can work through the Lexia programme individually at their own pace.	We decided that this could be an intervention which could be completed at home so students weren't missing valuable lesson time. Impact has been mixed as parents had the information and the relevant details but only 50% regularly logged in and completed the tasks set. This 50% made progress in terms of their reading age etc.	This approach will continue but will be adapted. We want to open the LRC after school to enable students to complete the programme on a regular basis. We will also be having training to see how we can further develop this programme.
To implement a Maths club which is run by Year Nine students with support from a teacher.	Students can plan lessons and build confidence to those students who are less proficient in Maths.	90% of the students involved in the program saw accelerated progress as evidenced they were no longer highlighted as concerns with regard to reaching their target.	This approach will continue but will be adapted to gather more qualitative data through starting and exiting surveys to understand barriers to numeracy learning, which will be used internally but shared with our feeder primary schools.

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)
To offer sessions to parents on how to support their child at home.	We have hosted different events over the academic year including revision evenings for KS4, sessions on supporting your child with literacy/numeracy, parent coffee afternoons etc.	The revision evenings are popular and have seen a substantial increase in terms of take up. For example, when we first trialled the revision evening, we had approximately ten parents, this has now increased to fifty. Likewise, we have also run an introductory evening for Year Seven parents, where we have had fifty parents attend. The sessions on 'Supporting Your Child With Literacy/Numeracy' have had approximately ten parents. We have also run 'Achievement Clinics' twice per half term which allows parents to make appointments if they want an update on progress or if they have any concerns. Achievement Clinics are always full and nearly 50% of uptake are disadvantaged parents.	We will continue the 'Achievement Clinics' and 'Revision Evenings' etc. We will look at possibly offering more informal drop ins e.g. parents' coffee afternoons, Year Eleven parents drop in etc. We are looking at possibly offering parents Maths and English classes so that parents feel more confident with supporting their child at home. Finally we are trialling a Y11 Success Fayre as a more informal approach to engage students and parents in the process of preparing for examinations.

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)
For students to become more independent home learners.	Home Learning is crucial to ensure that students have the skills needed for GCSE. We have invested in 'Show My Homework' as an online platform where homework is accessible. Additionally, subject areas have their own online platforms.	Using tracking systems means that we can easily monitor students' homework completion. The incidence of missed home learning has steadily improved over each half term for pupil premium students (616, 503 and 376 missed home learning deadlines).	We will continue with this approach and will also be adding 'Doddle' for English. We will also be looking at how we can improve the completion rate and other interventions which can be offered to support students with homework.
To develop a bespoke transition programme for vulnerable learners from Year Six.	An effective transition is crucial to students' success at high school. This programme was aimed at students who would find the process difficult and could potentially be school refusers or behavioural issues.	Working closely with the feeder primaries, we identified those students who were 'at risk' at transition. We run extra sessions within the feeder schools for these students and also put on extra visits – this was run by our Senior TAs. We then chose the twenty most vulnerable students at transition and run an outdoor learning day where students met with each other and completed a variety of different activities. So far 95% of students (50% of whom are PP) have made a positive start with excellent attendance and have no behavioural incidents.	We will continue with this approach but will also be introducing Transition TAs who will be attached to each school and will deliver sessions within the primary schools.

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To develop the Oasis provision to support vulnerable students at KS4.	This approach was to use the Oasis centre to support those students who were vulnerable at KS4 in terms of attendance, mental health or safeguarding.	The Oasis Instructor has developed a wide range of interactive resources to support learning at KS4. We have had some real success stories. For example, a student, who had severe anxiety, spent the run up to the exams in the Oasis centre and achieved 5+ for the core subjects. Through careful liaison with subject teachers, several students managed to achieve their target grades.	This approach will continue and resources etc will be created and adapted where necessary. We will also ensure that all subject revision books are available.
To break the Disadvantaged boy culture	We had a Year Eleven boys tutor group who had a strong male role model. We started to create a strategy group to look at raising boys achievement.	The boys tutor group in maths achieved a positive progress 8 score. However, the full impact of the group was capped by some students being in foundation classes and limiting their maximum grade to 5. We had an initial meeting with the strategy group and we are looking at ways of further developing this across the academy.	In maths the tier of entry issue is being rectified by providing a 5 th set and having two sets on both sets of the population, X and Y, taking the higher paper. Boys disadvantaged with the exception of maths, is the key underperforming group and therefore remains a key focus area for the academy. Boys only tutor groups will launch in the second term as we analyse the achievement data. As well as boys only subject specific tutor groups within the core subjects we are looking at a rotation for the second term. We will relaunch the strategy group after half term.

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)
To support vulnerable students via the pastoral system to improve attendance, behaviour, progress and well being.	This approach was looking at how we can identify and support our most vulnerable students.	The CLASH data is used across the academy to identify students who are 'at risk' in terms of attendance, behaviour, progress and wellbeing. We have also moved to a model where the Heads of House are taking on more of a mentoring role and can actively mentor and support students.	This approach will continue in 2018/2019 with some minor changes. We need to monitor the quality of mentoring and there needs to be constant reinforcement of the CLASH together with the three levels of marksheets (Academic Profile, Student Profile and Intervention Profile). In this way the effectiveness of the classroom provision is maximised.
To ensure all students have a clear post 16 plan	<p>PP students have a 1:1 Careers guidance session with a level 6 Careers adviser in Year 10. Each student is provided with a personalised action plan.</p> <p>All students also attended a 1:1 progression interview in Year 11 where they were offered guidance on their post 16 application. Students that had not applied for an appropriate course</p>	Our intention was for there to be 0% NEET. We are currently in the process of confirming last year's destinations with our Post 16 providers.	To ensure the information gathered from progression interviews form part of the three levels of marksheets to form a complete picture of each student.