



# **Pupil Premium Strategy Statement**

## **2019-20**

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## Summary of Strategy

Identified Barriers	Desired outcomes	Quality teaching for all		Targeted Support		Other Approaches	
		Strategy	Cost	Strategy	Cost	Strategy	Cost
<b>A</b> Low levels of literacy. (page 4)	<b>A</b> The attainment gap in English is consistently and rapidly closed during KS3 studies, particularly in Year 7 catch-up. (page 5)	1. Quality first teaching (page 8)	£25,000.00 £6,755.75 £25,500.00	23. Targeted reading (page 15)	£8,366.50	32. OWN IT (page 18)	£-
<b>B</b> Low levels of numeracy. (page 4)	<b>B</b> The attainment gap in Maths is consistently and rapidly closed during KS3 studies, particularly in Year 7 catch-up. (page 5)	2. Literacy coordinator (page 8)	£500.00	24. Teacher change lives strategy (page 15)	£-	33. Character passport (page 18)	£-
<b>C</b> Lack of aspiration amongst PP students. (page 4)	<b>C</b> All students have access to experiences that enhance their aspirations and have access to high quality careers information advice and guidance. (page 5)	3. Accelerated reader (page 9)	£1,046.78	25. Boosted targets (page 15)	£-	34. Embed LORIC (page 19)	£-
<b>D</b> Above national number of PP students. (page 4)	<b>D</b> Improved year on year GCSE attainment of all pupils whilst closing the attainment gap between PP and other pupils in school (with the aspiration to come in line with / beat other pupils nationally). (page 6)	4. Written accuracy (page 9)	£-	26. Early identification of PP (page 16)	£-	35. Careers adviser (page 19)	£11,647.50
<b>E</b> Behaviour for learning amongst PP students is poorer than NPP. (page 4)	<b>E</b> Exclusions rates for PP students fall to levels in line with or below other students at the school (preferably zero). (page 6)	5. Zero tolerance (page 9)	£-	27. Strategy meeting include PP focus (page 16)	£-	36. Behaviour intervention map (page 19)	£-
<b>F</b> Higher levels of external agency input for PP vs Non-PP students. (page 4)	<b>F</b> Ensure all students have access to good quality pastoral care services, particularly those students with the highest need and most complex home lives. (page 6)	6. Literacy codes (page 10)	£-	28. Behaviour tracking (page 16)	£-	37. AP curriculum (page 20)	£19,737.75 £22,606.50
<b>G</b> Poor attendance (including persistent absence). (page 4)	<b>G</b> Improve PP students attendance and reduce persistent absence year on year, to come in line with or better national figures for all students. (page 6)	7. Literacy PD (page 10)	£1,000.00	29. Breakfast club (page 16)	£-	38. Behaviour resilience coach (page 20)	£8,625.00 £3,731.25
<b>H</b> High deprivation index. (page 4)	<b>H</b> Ensure that all students regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle. Ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them. Ensure families feel included and supported by the school and are in turn able to support their child's learning experience. (page 7)	8. Lunchtime reading (page 10)	£-	30. Trip subsidies (page 17)	£5,000	39. Apprentice TA's (page 20)	£-
		9. Literacy events (page 11)	£-	31. Parents evening (page 17)	£225	40. Low level disruption tracking (page 21)	£-
		10. Curriculum (1) (page 11)	£21,822.40			41. Behaviour PD (page 21)	£3,000.00
		11. Numeracy coordinator (page 11)	£500.00			42. Mental health FA (page 21)	£250.00
		12. Numeracy cross curricular (page 11)	£-			43. Counselling (page 21)	£3,510.00
		13. Mathematical thinking (page 12)	£-			44. Safeguarding team (page 22)	£12,000
		14. Numeracy PD (page 12)	£1,000.00			45. Student attendance recording (page 22)	£-
		15. Numeracy events (page 12)	£-			46. Attendance team (page 22)	£-
		16. Curriculum (2) (page 12)	£24,211.64			47. Education welfare officer (page 22)	£23,528.25
		17. QofE Toolkit (page 13)	£-			48. Attendance rewards (page 22)	£900.00
		18. QofE Team (page 13)	£-			49. Clubs (page 23)	£-
		19. PiXL membership (page 13)	£1,525.00			50. Trips (page 23)	£-
		20. RTSA membership (page 13)	£729.00			51. Parent forums (page 23)	£-
		21. Curriculum (3) (page 13)	£-			52. Parental events (page 23)	£-
		22. Boosters (page 14)	£-			53. Parents evening (page 24)	£ See 31
						54. Uniform subsidies (page 24)	£5,000
			<b>£109,590.57</b>		<b>£13,591.50</b>		<b>£142,536.25</b>

## Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	SUTTON COMMUNITY ACADEMY				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£265,560 (est)	<b>Date of most recent PP Review</b>	Jan 2020
<b>Total number of pupils</b>	657 (Y7-11)	<b>Number of pupils eligible for PP</b>	310 (47%)	<b>Date for next internal review of this strategy</b>	April 2020

2. Current attainment		
	<i>Pupils eligible for PP (SCA) 2019</i>	<i>Pupils not eligible for PP (national average 2018)</i>
<b>Progress 8</b>	-0.5	0.13
<b>Attainment 8</b>	35.0	50.1
<b>Ebacc APS</b>	3.52	
<b>Basics 5+</b>	23%	50.1%
<b>Basics 4+</b>	43%	71.5%
<b>Attendance</b>	90.6%	94.5% (all pupils)
<b>Persistent Absence</b>	25.3%	13.9% (all pupils)

Note: Progress measures above set to change following 2019 results publication in January 2020

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

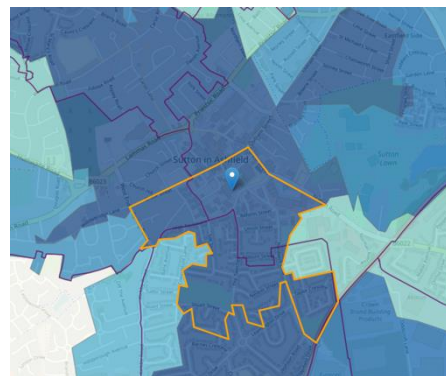
#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Low levels of literacy - PP students on entry have lower literacy levels than that of Non-PP students at entry. Current Year 7: 98.6 vs 103.2 (Gap of 4.6)
<b>B.</b>	Low levels of numeracy - PP students on entry have lower numeracy levels than that of Non-PP students at entry. Current Year 7: 97.8 vs 101.6 (Gap of 3.8)
<b>C.</b>	Lack of aspiration amongst all students, particularly the PP group. Internal destinations information shows that a higher proportion of Non-PP students go on to study A-Level (or equivalent) post 16 than PP students (57% vs 46%) and a lower proportion of PP students choose SCA Sixth Form for their Post 16 education (30% PP in Sixth Form vs 37% Non-PP in the same Year 11 Cohort). Lagged destinations data Post 19 shows more Non-PP students go on to EET than PP students (83% vs 64%). <p style="text-align: right;">[Internal destinations data for 2019 leavers] [Lagged destinations based on 2015 and 2016 data in 17/18 IDSR]</p>
<b>D.</b>	Above national average proportion of PP students vs Non-PP. National data shows that in 2018 29% of the secondary school student population was in receipt of the deprivation pupil premium, this compares to 47% of the current SCA cohort of students in receipt of the combined pupil premium. Whilst nearly half the cohort receive the pupil premium, many other students reside in local areas that have high levels of deprivation (see H below as an example), where neighbouring peers are receiving the pupil premium. These other students are also facing similar barriers.
<b>E.</b>	Behaviour for learning amongst PP students is poorer when compared to that of Non-PP students. Whilst the national exclusion rate is much higher than the schools, there is an internal variance between PP and Non-PP students. In 2018-19 the percentage of exclusions was 8.0% for PP students and 2.8% for Non-PP students.

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

<b>F.</b>	Higher levels of external agency input for PP vs Non-PP students, often due to very complex home lives. Internal safeguarding data shows that PP students are 4 times more likely to have external agency input than those students who are Non-PP. External agency's range from Social Care/Sexions/HRET/CHAMS/Early help unit/MASH/PREVENT/Tackling emerging threats/School nurse etc.
<b>G.</b>	Poor attendance (including persistent absence) The gap to national average attendance for PP students is 3.9% (94.5% vs 90.6%) The gap to national average persistence absence for PP students is 11.4% (13.9% vs 25.3%) <p style="text-align: right;">[2018-19 SCA attendance data vs 2017-18 national data]</p>

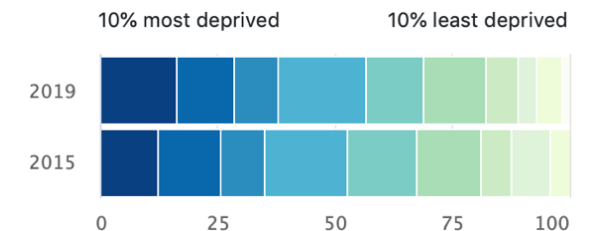
#### H. High deprivation index.



In 2019 the area in which that school is (map to the left), was ranked 3121 out of 32,844 areas in England; where 1 is the most deprived area. This is amongst the 10% most deprived areas in England.

The chart to the right shows the percentage distribution in the local Ashfield area between 2019 and 2015. The area has in effect become more deprived when compared to the rest of the country over this period.

In one particular area near to the school the deprivation index is 438 out of 32,844 areas in England. This is amongst the 1% most deprived areas in England. Many of our students live in this area. This area also has in it one of our feeder primary schools.



4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The attainment gap in English is consistently and rapidly closed during KS3 studies, particularly in Year 7 catch-up.	<p>The English attainment gap of PP students closes to that of Non-PP students over the course of KS3.</p> <p><b>Implement and/or Embed:</b>            Quality first teaching.            Literacy coordinator role.            Accelerated Reader programme In Year 7 and 8.            Written accuracy campaign.            Zero Tolerance spellings.            Literacy specific PD.            Literacy codes used across the curriculum.            Specific events and activities, e.g. World book day.            Lunchtime reading club.            Targeted reading for PP students.            Nurture and Catchup specific curriculum in Year 7 and 8.</p>
<b>B.</b>	The attainment gap in Maths is consistently and rapidly closed during KS3 studies, particularly in Year 7 catch-up.	<p>The Maths attainment gap of PP students closes to that of Non-PP students over the course of KS3.</p> <p><b>Implement and/or Embed:</b>            Quality first teaching.            Numeracy coordinator role.            Cross curricular links for embedding numeracy across the curriculum.            Mathematical thinking embedded across the curriculum.            Numeracy specific PD.            Specific events and activities, e.g. Global money week.            Nurture and Catchup specific curriculum in Year 7 and 8.</p>
<b>C.</b>	All students have access to experiences that enhance their aspirations and have access to high quality careers information advice and guidance.	<p><b>Implement and/or Embed:</b>            OWN IT campaign.            Character education passport.            LORIC.            PiXL edge.            Increased availability of onsite careers adviser.</p>

4. Desired outcomes		
<b>D.</b>	Improved year on year GCSE attainment of all pupils whilst closing the attainment gap between PP and other pupils in school (with the aspiration to come in line with / beat other pupils nationally).	<p>The attainment gap of PP students closes to that of Non-PP students by the end of GCSE.</p> <p><b>Implement and/or Embed:</b>  Quality first teaching.  Quality of education tool kit.  QofE team.  Teachers change lives every day &amp; PP Strategies.  PiXL membership.  RTSA membership.  Appropriate but challenging targets boosted for PP students.  All strategy meetings include PP specific focus (SLT, LOLA, HOD).  Transition information for PP students.  Extra Maths and English curriculum in Year 10 and 11.</p>
<b>E.</b>	Exclusions rates for PP students fall to levels in line with or below other students at the school (preferably zero).	<p>The exclusion rates of PP students fall in line with or below other students, whilst remaining well below the national average.</p> <p><b>Implement and/or Embed:</b>  Implementation of new behaviour intervention map.  AP curriculum.  Behaviour resilience coach (AP coordinator role).  Behaviour resilience mentor.  Apprentice teaching assistants (Behaviour focus).  Improvement of tracking for low level disruption and duty calls.  Behaviour specific PD.  Development of behaviour tracking to flag at risk PP students.</p>
<b>F.</b>	Ensure all students have access to good quality pastoral care services, particularly those students with the highest need and most complex home lives.	<p><b>Implement and/or Embed:</b>  Mental health first aiders.  Counselling services.  Well trained and experienced members of Safeguarding team.</p>
<b>G.</b>	Improve PP students attendance and reduce persistent absence year on year, to come in line with or better national figures for all students.	<p>The percentage absence and persistent absence rate comes in line with the national average absence rates.</p> <p><b>Implement and/or Embed:</b>  All students aware of their attendance rate through new recording system.  Changes to attendance team.  Education welfare officer.  New rewards system to celebrate attendance.</p>

#### 4. Desired outcomes

H.

Ensure that all students regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle.  
Ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them.  
Ensure families feel included and supported by the school and are in turn able to support their child's learning experience.

**Implement and/or Embed:**

Target PP students for breakfast club.  
After school and lunchtime clubs available for all.  
A wide range of trips and experiences are open to all students.  
Trip subsidies where for FSM students and others where required.  
Parent forums with the principal.  
Parents evenings and revision evenings to support parents supporting their children.  
New parents evening booking system to identify parents who have not booked appointments to target them to attend.

5. Planned expenditure					
Academic year	2019/20				
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?
All Areas	<p>1. Ensure all students have access to quality first teaching for all.</p> <p>Cost:</p> <p>Quality First Teaching £25,000.00</p> <p>Lead Practitioner £6,755.75</p> <p>Department Resources £25,500.00</p>	<p>Numerous sources suggest that Quality First Teaching is the best way to get good outcomes for all students, including those in receipt of the Pupil Premium. If we get teaching and learning right in every classroom throughout the school, outcomes for all students will follow.</p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.” [1]</i></p> <p>[1] EEF PP Guidance 2019</p>	<p>Reviewed as part of the QA Processes: Learning walks Lesson observations Book looks</p> <p>Looking for: Non-negotiables, Work in books, Progress made in lessons.</p> <p>Observations recorded in BlueSky.</p>	SLE	<p>Reviewed in line with the quality assurance calendar.</p> <p>SLE to lead, reported to and checked by SLT.</p>
<p><b>A.</b> The attainment gap in English is consistently and rapidly closed during KS3 studies, particularly in Year 7 catch-up.</p>	<p>2. Literacy coordinator role in place and embedded to lead on reading and literacy specific strategies.</p> <p>Cost: £500.00</p>	<p>The literacy coordinators role in the Academy is to raise the profile of literacy and reading across the curriculum. Specific strategies are outlined below.</p> <p><i>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” [2]</i></p> <p>[2] EEF KS3/4 Literacy Guidance</p>	(See below)	CPK	(See below)



	<p>3. Accelerated Reader programme In Year 7 and 8.</p> <p>Cost: £1,046.78</p>	<p>Use of the accelerated reader programme to foster a reading culture within targeted year groups. Reading will take place at the start of every lesson for 10 minutes.</p> <p>Use the AR testing to identify struggling students to target interventions (e.g. Support staff reading below).</p> <p>Students have dedicated reading time 1 lesson per week during English, 30 minutes reading, 15 minutes testing, 15 minutes PiXL unlock for vocabulary.</p> <p><i>Recommendation 7 - Provide high quality literacy interventions for struggling students - "Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7." [2]</i></p> <p>[2] EEF KS3/4 Literacy Guidance</p>	<p>Literacy coordinator will ensure delivery is consistent amongst classroom practitioners and analyse student level data to target interventions.</p>	<p>CPK</p>	<p>QA Completed Termly.</p> <p>CPK to lead, reported to and checked by SLE.</p>
	<p>4. Written accuracy campaign.</p> <p>Cost: £-</p>	<p>Departments should be referencing keywords in lessons relevant to their subject to extend the literacy skills of students.</p> <p><i>Recommendation 2 - Provide targeted vocabulary instruction in every subject – "Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language." [2]</i></p> <p>[2] EEF KS3/4 Literacy Guidance</p>	<p>QA Processes will show evidence of use of this vocabulary and correct spellings.</p>	<p>CPK</p>	<p>QA Completed Termly.</p> <p>CPK to lead, reported to and checked by SLE.</p>
	<p>5. Zero Tolerance spellings.</p> <p>Cost: £-</p>	<p>Departments have a set of words students are expected to spell and use appropriately throughout their subject to extend the literacy skills of students.</p> <p><i>Recommendation 5 - Combine writing instruction with reading in every subject - "Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning." [2]</i></p> <p>[2] EEF KS3/4 Literacy Guidance</p>	<p>QA Processes will show evidence of use of this vocabulary and correct spellings.</p>	<p>CPK</p>	<p>QA Completed Termly.</p> <p>CPK to lead, reported to and checked by SLE.</p>

	<p>6. Literacy codes used across the curriculum.</p> <p>Cost: £-</p>	<p>Use of marking codes across the curriculum needs to be consistent for students to instantly recognise and interpret. This should also aid staff workload on marking.</p> <p><i>Recommendation 5 - Combine writing instruction with reading in every subject - "Using marking codes can also be an effective way of speeding up the marking process and setting consistent codes at a whole school level is worth considering." [2]</i></p> <p>[2] EEF KS3/4 Literacy Guidance</p>	<p>QA Processes will show evidence of correct use of codes.</p>	<p>CPK</p>	<p>QA Completed Termly.</p> <p>CPK to lead, reported to and checked by SLE.</p>
	<p>7. Literacy specific PD.</p> <p>Cost: £1,000</p>	<p>The literacy coordinator will deliver PD to all staff to ensure they are supported in their deliver of literacy and that strategies are embedded throughout the curriculum.</p> <p><i>Recommendation 1 - Prioritise 'disciplinary literacy' across the curriculum – "All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects." [2]</i></p> <p>[2] EEF KS3/4 Literacy Guidance</p>	<p>Evidenced on BlueSky as staff training and impact reviewed by staff.</p>	<p>CPK</p>	<p>Specific PD offered termly as needs require.</p> <p>CPK to lead, reported to and checked by SLE/Quality of Education Team.</p>
	<p>8. Lunchtime reading club.</p> <p>Cost: £-</p>	<p>Reading club to extend students access to books and other readers in a social setting to foster a love of reading.</p> <p>Reading for pleasure has shown to have positive effects on outcomes as well as other important factors later in life, including: increased empathy, improved relationships with others, reductions in the symptoms of depression and dementia, and improved wellbeing.</p> <p><i>"There is strong evidence linking reading for pleasure and educational outcomes. We know that academic attainment is of vital importance, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life." [5]</i></p> <p>[5] Reading Agency: Reading for pleasure</p>	<p>The literacy coordinator will conduct student voice to understand engagement with and barriers to using the reading club.</p>	<p>CPK</p>	<p>Completed Termly.</p> <p>CPK to lead, reported to and checked by SLE.</p>

	<p>9. Specific events and activities linked to literacy, e.g. World book day.</p> <p>Cost: £-</p>	<p>Due to the schools high deprivation index, we know that access to books at home for many students is limited, that's why linking in with events celebrating literacy and reading can be powerful.</p> <p><i>"Children of all ages will come together to appreciate reading. Very loudly and very happily. The main aim of World Book Day in the UK and Ireland is to encourage children to explore the pleasures of books and reading by providing them with the opportunity to have a book of their own."</i> [4]</p> <p>[4] World book day</p>	<p>The literacy coordinator will organise events and use student voice to gauge engagement and success.</p>	<p>CPK</p>	<p>In line with specific events.</p> <p>CPK to lead, reported to and checked by SLE/Quality of Education Team.</p>
	<p>10. Nurture and Catchup specific curriculum in Year 7 and 8.</p> <p>Cost: £21,822.40</p>	<p>Extra teaching time for Maths and English for those students below a 100 scaled score access the Nurture and Catchup curriculum. These students access 25% more English time in an effort to catch-up and increase their attainment in these areas.</p>	<p>Use of internal tracking and QA processes to monitor the gap.</p>	<p>NEE</p> <p>CCK (Jan 2020 onwards).</p>	<p>In line with data tracking points and next steps weeks.</p> <p>NEE to lead (CCK Jan 2020 onwards), reported to and checked by SLT.</p>
<p><b>B</b></p> <p>The attainment gap in Maths is consistently and rapidly closed during KS3 studies, particularly in Year 7 catch-up.</p>	<p>11. Numeracy coordinator role in place and embedded to lead on numeracy specific strategies.</p> <p>Cost: £500.00</p>	<p>The numeracy coordinators role in the Academy is to raise the profile of numeracy across the curriculum. Specific strategies are outlined below.</p>	<p>(see below)</p>	<p>ALK</p>	<p>(see below)</p>
	<p>12. Cross curricular links for embedding numeracy across the curriculum.</p> <p>Cost: £-</p>	<p>Mathematical skills are used across subjects, more so in maths, science, geography and design &amp; technology. It is important that all subject areas are teaching these skills in a consistent way.</p> <p><i>"Emphasise the many connections between mathematical facts, procedures, and concepts"</i></p> <p>[16] EEF Maths Guidance</p>	<p>QA processes to identify where this is covered in schemes of learning.</p> <p>Numeracy coordinator to support embedding concepts.</p>	<p>ALK</p>	<p>Ongoing implementation reviewed termly.</p> <p>ALK to lead, reported to and checked by SLE</p>

	<p>13. Mathematical thinking embedded across the curriculum.</p> <p>Cost: £-</p>	<p>Staff and students need to be aware and able to recognise where mathematical thinking is taking place throughout the curriculum. Through PD the numeracy coordinator will raise awareness of this.</p> <p><i>"Emphasise the many connections between mathematical facts, procedures, and concepts"</i></p> <p><i>[16] EEF Maths Guidance</i></p>	<p>QA process to identify where this is happening successfully and support put in as required.</p>	<p>ALK</p>	<p>Ongoing implementation reviewed termly.</p> <p>ALK to lead, reported to and checked by SLE</p>
	<p>14. Numeracy specific PD.</p> <p>Cost: £1,000</p>	<p>The numeracy coordinator will deliver PD to all staff to ensure they are supported in their deliver of numeracy and that strategies are embedded throughout the curriculum.</p>	<p>Evidenced on BlueSky as staff training and impact reviewed by staff.</p>	<p>ALK</p>	<p>Specific PD offered termly as needs require.</p> <p>ALK to lead, reported to and checked by SLE/Quality of Education Team.</p>
	<p>15. Specific events and activities, e.g. Global money week.</p> <p>Cost: £-</p>	<p>Events designed to raise the profile of numeracy across the curriculum and how and why it is used in life beyond school.</p> <p><i>"Learn.Save.Earn.' is the official slogan of the Global Money Week (GMW). ... we believe it conveys the key messages of the GMW Campaign and supports the goal of the Week by empowering children and youth to not only learn to manage their money wisely, but to help them transfer their knowledge to their families and to entire communities." [17]</i></p> <p><i>[17] Global Money Week</i></p>	<p>The numeracy coordinator will organise events and use student voice to gauge engagement and success.</p>	<p>ALK</p>	<p>In line with specific events.</p> <p>ALK to lead, reported to and checked by SLE/Quality of Education Team.</p>
	<p>16. Nurture and Catchup specific curriculum in Year 7 and 8.</p> <p>Cost: £24,211.64</p>	<p>Extra teaching time for Maths and English for those students below a 100 scaled score access the Nurture and Catchup curriculum. These students access 25% more Maths time in an effort to catch-up and increase their attainment in these areas.</p>	<p>Internal tracking and QA processes to monitor the gap.</p>	<p>NEE CCK (Jan 2020 onwards).</p>	<p>In line with data tracking points and next steps weeks.</p> <p>NEE to lead (CCK Jan 2020 onwards), reported to and checked by SLT.</p>

<p><b>D.</b> The gap in overall GCSE attainment of PP students closes to that of other students at the school (with aspirations to beat that of other students nationally).</p>	<p>17. Quality of education tool kit.  Cost: £-</p>	<p>A QofE toolkit will promote consistency of approach throughout the curriculum. This will be a planning resource for teaching staff and contain valuable strategies and information that will be updated throughout the academic year.</p>	<p>Contents of the toolkit will be monitored through QA processes.</p>	<p>NEE QofE Team</p>	<p>Ongoing implementation reviewed termly.  NEE to lead, reported to and checked by QofE Team and DMY.</p>
	<p>18. QofE team.  Cost: £-</p>	<p>A QofE team will be put in place to lead the vision of Quality of Education across the school.</p>	<p>Leaders will ensure QofE team is delivering on their areas as part of QA processes.</p>	<p>NEE</p>	<p>Ongoing implementation reviewed termly.  NEE to lead, reported to and checked by QofE Team and DMY.</p>
	<p>19. PiXL membership.  Cost: £1,525.00</p>	<p>The school is a PiXL member. Through this membership the school is able to access the largest partnership of its kind in England and Wales, and gain guidance and insight. Departmental leaders at all levels also have access to other high quality training and development opportunities.  Through this membership the school will make use of the PiXL build up and level best programmes.  [6] PiXL Club</p>	<p>Leaders will ensure staff attend appropriate events throughout the academy year to support quality for all teaching.  A senior leader will be leading on implementing PiXL build up and level best.</p>	<p>NEE SLE APN</p>	<p>Ongoing implementation reviewed termly.  NEE/SLE to lead, reported to and checked by QofE Team and DMY.</p>
	<p>20. RTSA membership.  Cost: £ £729.00</p>	<p>The school is a member of the Red Hill Teaching School Alliance. Through this network we are able to access specific support for leadership and classroom practice as well as specifics for PP.</p>	<p>Leaders will ensure staff attend appropriate events throughout the academy year to support quality for all teaching.</p>	<p>SLE</p>	<p>Ongoing implementation reviewed termly.  SLE to lead, reported to and checked by QofE Team and DMY.</p>
	<p>21. Extra Maths and English curriculum in Year 10 and 11.  Cost: £-</p>	<p>Specific in curriculum support given for students in Maths or English to help close the attainment gap with a specific focus on students attaining a 5+.</p>	<p>Use of internal data systems to check impact and review actions.</p>	<p>NEE</p>	<p>Ongoing implementation reviewed half termly.  NEE to lead, reported to and checked by SLT.</p>

	22. Enrichment to be re-branded boosters and target specific students.	Boosters to be used as an intervention with students who are not making required progress.	Use of internal data systems to check impact and review actions.	NEE	Ongoing implementation reviewed half termly.  NEE to lead, reported to and checked by SLT.
<b>Total budgeted cost</b>					<b>£109,590.57</b>

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?
<b>A.</b> The attainment gap in English is consistently and rapidly closed during KS3 studies, particularly in Year 7 catch-up.	23. Targeted reading for PP students.  Cost: £8,366.50	Research highlights the importance of reading across all subjects and later life. Those PP students (KS3) that require more intervention will get that through one-to-one [7] reading with a member of the support staff team. Strategies can be used to support the student improve their reading [3].  <i>"Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life."</i> [2]  [2] EEF KS3/4 Literacy Guidance [3] EEF Reading comprehension strategies [7] EEF One-to-one tuition	Use of internal data systems to check impact and review actions.	CCK NEE	Ongoing implementation reviewed termly.  NEE & CCK to lead, reported to and checked by SLT.
<b>D.</b> The gap in overall GCSE attainment of PP students closes to that of other students at the school (with aspirations to beat that of other students nationally).	24. Teachers change lives every day & PP Strategies.  Cost: £-	Efforts have been made to identify PP students across the school. As a barrier identified above, the school has a nearly 50:50 split of PP to Non-PP, this provides challenge to class room practitioners when almost all their class could be PP, for things like priority seating. To aid this a PP rank is updated to show the most in need PP students and show where classroom focus needs to be.	Use of internal data systems to check impact and review actions.  QA process to check classroom practitioners are doing this.	CCK NEE	Ongoing implementation reviewed termly.  NEE & CCK to lead, reported to and checked by SLT.
	25. Appropriate but challenging targets boosted for PP students.  Cost: £-	The is a national attainment gap for PP vs Non-PP students. This gap is evident from EYFS and widens over time, to PP students being more than 1 year behind their Non-PP peers. In an effort to combat this, targets for PP students will be increased to push them on to close that attainment gap.  <i>"...shows the gaps between disadvantaged pupils and all others, converted into an estimate of months, and how these grow from age 5 to 16: ... then more than doubles again, to 19.3 months, by the end of secondary school"</i> [8]  [8] EEF Annual report 2018	Use of internal data systems to check impact and review actions.	CCK NEE	Ongoing implementation reviewed termly.  NEE & CCK to lead, reported to and checked by SLT.

	<p>26. PP Students are quickly identified in Year 6 and 7.</p> <p>Cost: £-</p>	<p>Early identification of PP students during the transition phase enables us to better understand their specific needs and what strategies to put in place.</p>	<p>During the transition from primary to secondary details from LA and previous schools are sought early.</p>	<p>CCK</p>	<p>September 2019 CCK to lead, report to and checked by SLT</p> <p>June 2020 CCK to lead, report to and checked by SLT</p>
	<p>27. All strategy meetings include PP specific focus (SLT, LOLA, HOD).</p> <p>Cost: £-</p>	<p>All meetings where students and outcomes are discussed must have a PP specific focus to ensure this group is high priority. Through this process we can push the PP strategy.</p>	<p>QA Processes. Tracking commentary documents.</p>	<p>CCK NEE</p>	<p>January 2020 initial forms to be completed.</p> <p>Ongoing in line with data collection cycle and next steps weeks.</p> <p>CCK &amp; NEE to lead, report to and checked by SLT.</p>
<p><b>E.</b> Exclusions rates for PP students fall to levels in line with or below other students at the school (preferably zero).</p>	<p>28. Development of behaviour tracking to flag at risk PP students.</p> <p>Cost: £-</p>	<p>Behaviour tracking must be robust so early identification of PP students can be made and interventions put into place to meet their specific needs.</p> <p><i>“For pupils with more challenging behaviour, the approach should be adapted to individual needs.” [12]</i></p> <p><i>[12] EEF Improving behaviour in schools</i></p>	<p>QA of tracking system to ensure immediate access of relevant information.</p>	<p>DBS CCK</p>	<p>February 2020</p> <p>DBS to lead with support from CCK. Checked by SLT.</p>
<p><b>H.</b> Ensure that all students regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle. Ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them.</p>	<p>29. Target PP students for breakfast club.</p> <p>Cost: £-</p>	<p>Evidence at primary stage suggests that breakfast clubs can have a positive effect of the attainment of students.</p> <p><i>“Schools should consider breakfast clubs as a cost effective way to raise pupil attainment. Schools wishing to achieve a similar impact of 2 months’ additional progress should aim to deliver a breakfast club similar to the model tested here: free, universal and before school.”</i></p> <p><i>[9] EEF Breakfast Clubs</i></p>	<p>Review student numbers at breakfast club and proportion of PP students accessing it.</p>	<p>-</p>	<p>On hold due to issues with facilities and staffing.</p>



Ensure families feel included and supported by the school and are in turn able to support their child's learning experience.	<p>30. Trip subsidies where for disadvantaged students and others where required.</p> <p>Cost: £5000</p>	<p>Evidence for outdoor adventure learning is shown to have positive impacts [10]. In Year 7 we have a 3 day residential camp that is subsidised for disadvantaged students.</p> <p>This offer is extended this to other trips (non adventure) at different rates depending on cost, to broaden the experiences of our disadvantaged students and ensure cost is not a barrier to attendance.</p> <p><i>“Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.” [10]</i></p> <p><i>[10] EEF Outdoor adventure learning</i></p>	Ensure through trip approval processes that PP students have access to and are accessing trips.	CCK	<p>Reviewed for each trip request made.</p> <p>CCK to lead, checked by SLT.</p>
	<p>31. New parents evening booking system to identify parents who have not booked appointments to target them to attend.</p> <p>Cost: £225</p>	<p>The importance of parental engagement is evident in school and through research. Students with the most engaged parents often have the best outcomes.</p> <p>Through the new system we are able to identify parents that have not booked appointments and make contact with them to understand barriers and put in place alternatives where possible.</p> <p>Specifically focused on PP students and families.</p> <p><i>“There is an established link between the home learning environment at all ages and children’s performance at school. “Schools and parents have a shared priority to deliver the best outcomes for their children.” [11]</i></p> <p><i>[11] EEF Parental Engagement</i></p>	After target setting day and parent's evenings a review of attendance patterns to understand the impact and what can be altered to improve.	CCK NEE	<p>Reviewed after each target setting or parents evening event.</p> <p>CCK and NEE to lead, finding to be checked by SLT.</p>
<b>Total budgeted cost</b>					<b>£13,591.50</b>

iii. 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	When will you review implementation?
<b>C.</b> All students have access to experiences that enhance their aspirations and have access to high quality careers information advice and guidance.	32. OWN IT campaign.  Cost: £-	Students should become more self-regulating, the OWN IT campaign aims to do this.  <i>"These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning."</i>  [13] EEF Metacognition and self-regulated learning	Through QA process, evidence in books of independence and in outcomes.	SLE	Reviewed in line with the quality assurance calendar.  SLE to lead, reported to and checked by SLT.
	33. Character education passport.  Cost: £-	Students engaging with opportunities to develop their character become more well-rounded individuals.  <i>"These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes."</i> [14]  [14] EEF Character	Use of PiXL Edge and what students are making gains towards achieving milestones.	EWE	Reviewed half termly.  EWE to lead, reported to and checked by SLT.

	<p>34. Embed LORIC.</p> <p>Cost: £-</p>	<p>Building resilience and motivation in students so they strive to be the best they can be through developing leadership, organisation, resilience, initiative and communication skills.</p> <p><i>“These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.”</i></p> <p>[14]</p> <p>[14] EEF Character</p>	<p>Use of PiXL Edge and what students are making gains towards achieving milestones.</p>	<p>EWE</p>	<p>Reviewed half termly.</p> <p>EWE to lead, reported to and checked by SLT.</p>
	<p>35. Increased availability of onsite careers adviser.</p> <p>Cost: £11,647.50</p>	<p>A careers adviser working on site full time is able to give all students bespoke careers guidance. It is noted that many students have low aspirations, through the careers adviser we are able to show what options are available to them.</p> <p><i>“Careers education works best when it is personalised and targeted to individuals’ needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people’s transitions into education, training and employment.”</i></p> <p>[15] EEF Careers education</p>	<p>All Year 10 and 11 student have had meetings with careers adviser. Appropriate destinations discusses and aspirations formulated.</p>	<p>JDY</p>	<p>Rolling programme in place to see all students.</p> <p>JDY to lead, reported to and checked by EWE.</p>
<p><b>E.</b> Exclusions rates for PP students fall to levels in line with or below other students at the school (preferably zero).</p>	<p>36. Implementation of new behaviour intervention map.</p> <p>Cost: £-</p>	<p>A ‘map’ of behaviour interventions the school has to offer, so stakeholders are aware of what tailored and bespoke interventions are available for those students with challenging behaviours. Many of the students accessing this are likely to be PP based on historic in school data.</p> <p><i>“For pupils with more challenging behaviour, the approach should be adapted to individual needs.”</i> [12]</p> <p>[12] EEF Improving behaviour in schools</p>	<p>QA Processes, monitoring of behaviour trends across the school.</p>	<p>DBS</p>	<p>Reviewed termly.</p> <p>DBS to lead, reported to and checked by SLT.</p>

	<p>37. Alternative provision curriculum.</p> <p>Cost:</p> <p>Bridge £19,737.75</p> <p>Isolation £22,606.50</p>	<p>An alternative provision curriculum is in place to support students that find main stream education challenging.</p> <p>Through this we are able to provide tailored support to their specific needs to ensure their attendance to school and future outcomes. Many of the students accessing this are likely to be PP based on historic in school data.</p> <p><i>"For pupils with more challenging behaviour, the approach should be adapted to individual needs."</i> [12]</p> <p>[12] EEF Improving behaviour in schools</p>	<p>QA Processes, attendance of students is good, progress is being made.</p>	<p>DBS</p>	<p>Reviewed weekly.</p> <p>DBS to lead.</p> <p>Reported to and checked by SLT in line with SLT meeting calendar.</p>
	<p>38. Behaviour resilience coach (AP coordinator role).</p> <p>Cost:</p> <p>AP Coordinator £28,000.00</p> <p>Resilience Coach £8,625.00</p> <p>Boxing £3,731.25</p>	<p>A behaviour resilience coach specifically trained to help students with more challenging behaviour is able to intervene as required.</p> <p>Many of the students accessing this are likely to be PP based on historic in school data.</p> <p><i>"For pupils with more challenging behaviour, the approach should be adapted to individual needs."</i> [12]</p> <p>[12] EEF Improving behaviour in schools</p>	<p>Students accessing this service are remaining engaged with school.</p>	<p>DBS</p>	<p>Reviewed half termly.</p> <p>DBS to lead, reported to and checked by SLT.</p>
	<p>39. Apprentice teaching assistants (Behaviour focus).</p> <p>Cost: £-</p>	<p>Teaching assistants with specific skills in dealing with challenging behaviour are able to intervene as required.</p> <p>Many of the students accessing this are likely to be PP based on historic in school data.</p> <p><i>"For pupils with more challenging behaviour, the approach should be adapted to individual needs."</i> [12]</p> <p>[12] EEF Improving behaviour in schools</p>	<p>Students accessing this service are remaining engaged with school.</p>	<p>DBS JWD</p>	<p>Reviewed weekly, targeted to students requiring that extra support.</p> <p>DBS/JWD to lead.</p> <p>Reported to and checked by SLT in line with SLT meeting calendar.</p>

	<p>40. Improvement of tracking for low level disruption and duty calls.</p> <p>Cost: £-</p>	<p>There is a gap in current behaviour tracking methods for low level disruption in classrooms and duty calls made to classrooms.</p> <p>To ensure a full understanding of the behaviour picture across the school these systems must be tightened.</p> <p>It is thought that most of these students will be PP, but systems need to be tightened to properly understand this (and for other groups).</p>	<p>QA Processes, monitoring of behaviour trends across the school.</p>	<p>DBS CCK</p>	<p>February 2020</p> <p>DBS to lead with support from CCK. Checked by SLT.</p>
	<p>41. Behaviour specific PD.</p> <p>Cost: £3,000</p>	<p>Understanding student behaviours across the staff is key to understanding how best to approach situations of poor behaviour. Through expert training from the likes of education psychologists at PD sessions we can better prepare staff.</p> <p><i>"Teachers should be trained in specific strategies if supporting pupils with high behaviour needs." [12]</i></p> <p><i>[12] EEF Improving behaviour in schools</i></p>	<p>Evidenced on BlueSky as staff training and impact reviewed by staff.</p>	<p>DBS</p>	<p>Reviewed post training.</p> <p>DBS to lead, reported to and checked by SLT.</p>
<p><b>F.</b> Ensure all students have access to good quality pastoral care services, particularly those students with the highest need and most complex home lives.</p>	<p>42. Training of further mental health first aiders.</p> <p>Cost: £250</p>	<p>Students should have access to trained mental health first aiders.</p> <p>Internal data shows that there is a need to provide such a service to our students, and when this service has been accessed in the past it has been successful in returning students to the learning environment quickly.</p>	<p>4 mental health first aiders are trained and available to students.</p> <p>Assurance that students accessing this service are engaged with school through existing tracking procedures.</p>	<p>DBS</p>	<p>Reviewed termly.</p> <p>DBS to lead, reported to and checked by SLT.</p>
	<p>43. Access to trained good quality counselling services.</p> <p>Cost: £3,510.00</p>	<p>Students should have access to counselling services as the need arises.</p> <p>Internal data shows that there is a need to provide such a service to our students. It is also known that access to child mental health services through the NHS takes a long time, where we are able to offer this service same day in some instances.</p>	<p>A counsellor is available on site for an amount of days as demand requires.</p> <p>Assurance that students accessing this service are engaged with school through existing tracking procedures.</p>	<p>DBS</p>	<p>Reviewed termly.</p> <p>DBS to lead, reported to and checked by SLT.</p>

	<p>44. Well trained and experienced members of Safeguarding team.</p> <p>Cost: £12,000.00</p>	<p>A culture of safeguarding permeates the academy with all staff well trained and specific staff members having oversight of student welfare.</p> <p>It has been shown through internal data that many of our students have very complex home lives and this level of support from staff who are properly trained and prepared is important.</p> <p>This need is 4 times higher for PP students.</p>	<p>All students are getting a bespoke package tailored to their needs.</p> <p>Rapid interventions are in place for at risk students.</p>	DBS	<p>Reviewed half termly.</p> <p>DBS to lead, reported to and checked by SLT/ATT Safeguarding lead.</p>
<p><b>G.</b> The percentage absence rate and persistent absence rate gap of PP students to that of other students nationally is closed or bettered.</p>	<p>45. All students aware of their attendance rate through new recording system.</p> <p>Cost: £-</p>	<p>A culture of understanding the importance of attending school is embedded across the academy amongst students.</p> <p>Students are aware of their current attendance and what the target for attendance is.</p> <p>Tutor interventions can be made at this stage.</p>	<p>Continuous tracking of attendance to ensure it improves over time. Issues with the action corrected as needed.</p>	DBS	<p>Reviewed weekly.</p> <p>DBS to lead, delivered by tutors, reported to and checked by LOLAs.</p>
	<p>46. Changes to attendance team.</p> <p>Cost: £-</p>	<p>The attendance team has been altered to become more student focused. Offices are closer to students enabling quicker conversations regarding attendance and punctuality.</p> <p>Internal information shows that the attendance team were too disjointed from students and working in isolation. This measure is an attempt to bridge that gap.</p>	<p>Continuous tracking of attendance to ensure it improves over time. Issues with the action corrected as needed.</p>	DBS	<p>Reviewed weekly.</p> <p>DBS to lead.</p> <p>Reported to and checked by SLT in line with calendared meetings.</p>
	<p>47. Education welfare officer.</p> <p>Cost: £23,528.25</p>	<p>Employment of a dedicated education welfare officer to do home visits to students not in school, to support and work with families to break down barriers to school. To also lead on prosecutions of persistent non-attenders.</p>	<p>Continuous tracking of attendance to ensure it improves over time. Issues with the action corrected as needed.</p>	DBS	<p>Reviewed weekly.</p> <p>DBS to lead.</p> <p>Reported to and checked by SLT in line with calendared meetings.</p>
	<p>48. New rewards system to celebrate attendance.</p> <p>Cost: £900.00</p>	<p>Students are rewarded for excellent and improving attendance in an effort to provide a further incentive to regular attendance to school.</p>	<p>Continuous tracking of attendance to ensure it improves over time. Issues with the action corrected as needed.</p>	DBS	<p>Reviewed half termly.</p> <p>DBS to lead, reported to and checked by SLT.</p>

<p><b>H.</b> Ensure that all students regardless of the socioeconomic demographic, benefit from a healthy balanced lifestyle. Ensure all pupils are able to take part in first-hand life experiences, otherwise not available to them. Ensure families feel included and supported by the school and are in turn able to support their child's learning experience.</p>	<p>49. After school and lunchtime clubs available for all.  Cost: £-</p>	<p>Enrichment opportunities are available to all students, in an effort to broaden their opportunities at school, foster other interests and gain positive experiences at school outside the curriculum.  Attendance at these clubs are tracked to enable analysis of groups, with specific thought to PP students and the opportunities on offer to them.</p>	<p>Tracked attendance at enrichment clubs.</p>	<p>EWE</p>	<p>Reviewed termly.  DBS to lead, reported to and checked by SLT.</p>
	<p>50. A wide range of trips and experiences are open to all students.  Cost: £-</p>	<p>Opportunities for trips are available to all students, in an effort to broaden their opportunities at school, foster other interests and gain positive experiences at school outside the curriculum.  All trips should be educational in nature.</p>	<p>Trips to support extended learning opportunities are available to and taken up by all PP pupils. A process of trip approval in place to check student numbers/groups/costings and relevance are in place.</p>	<p>CCK NEE</p>	<p>Reviewed for each trip request made.  CCK to lead, checked by SLT.</p>
	<p>51. Parent forums with the principal.  Cost: £-</p>	<p>The importance of parental engagement is evident in school and through research.  A forum where parents can be consulted and views aired to aid the two-way communication is a powerful tool.  <i>"Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Currently around half of parents say that they have not been consulted."</i> [11]  [11] EEF Parental Engagement</p>	<p>Stakeholders views should be positive about the process and useful insights gained.</p>	<p>DMY CCK</p>	<p>Reviewed after each event.  DMY/CCK to lead, reported to and checked by SLT.</p>
	<p>52. Parents evenings and revision evenings to support parents supporting their children.  Cost: £-</p>	<p>The importance of parental engagement is evident in school and through research. Students with the most engaged parents often have the best outcomes.  <i>"Start by assessing needs and talking to parents about what would help them support learning..."</i> [11]  [11] EEF Parental Engagement</p>	<p>Stakeholders view should be positive of the process. Parents should be engaged and supporting of the school as a whole.</p>	<p>NEE</p>	<p>Reviewed after each event.  NEE to lead, reported to and checked by SLT.</p>

	<p>53. New parents evening booking system to identify parents who have not booked appointments to target them to attend.</p> <p>Cost: See Point 31</p>	<p>The importance of parental engagement is evident in school and through research. Students with the most engaged parents often have the best outcomes.</p> <p>Through the new system we are able to identify parents that have not booked appointments and make contact with them to understand barriers and put in place alternatives where possible.</p> <p><i>“There is an established link between the home learning environment at all ages and children’s performance at school. “Schools and parents have a shared priority to deliver the best outcomes for their children.” [11]</i></p> <p><i>[11] EEF Parental Engagement</i></p>	<p>After target setting day and parents evenings a review of attendance patterns to understand the impact and what can be altered to improve.</p>	<p>CCK NEE</p>	<p>Reviewed after each event.</p> <p>NEE/CCK to lead, reported to and checked by SLT.</p>
	<p>54. Students in need are able to access equipment and uniform through the school.</p> <p>Cost: £5,000</p>	<p>As shown in barriers above, money is not always a commodity available to the families of our students.</p> <p>The school is able to purchase or part subsidise uniform and equipment for students.</p>	<p>Students are able to enter the curriculum and lack of uniform and equipment for genuine reason is not a barrier to education.</p>	<p>CCK</p>	<p>Reviewed on a case by case basis.</p> <p>CCK to lead, reported to and checked by SLT.</p>
<b>Total budgeted cost</b>					<b>£142,536.25</b>



6. Review of expenditure				
Previous Academic Year		2018/19 (£261,221.75)		
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
Whole school ethos of high expectations for all. Including improving of consistency.  (Views of stakeholders are positive about the changes)	1. The new principal has raised expectations with regards to uniform and behaviour. It is one of his key priorities in 2018/19 Consistency in these areas is key and has been discussed with staff, students and parents	Expectations amongst students is well understood. Consistency amongst staff has improved. For PP students this has had a positive effect.  In the most recent student survey has found students have a positive feeling towards the school.	High expectations and consistency has shown to be positive and will continue.	Rewards £900.00
High quality of teaching for all.  (Gap in progress scores in 2018/19 will have narrowed)	2. Leading for learning collaboration groups	Leading for learning groups have had a positive impact in the short term, great ideas were made and shared at these groups. However not all staff were able to access all the information as it was spread out over 5 different collaborative groups.	This approach will not continue. Staff will instead meet as a whole in a Quality of Education meeting.	£-
	3. Literacy and numeracy coordinators appointed to improve rates of progress in these areas	The impact of the literacy and numeracy coordinators has been good but needs time to embed before progress can be shown to be securely delivered.	These roles will continue with better management and oversight to ensure strategies are embedded across the curriculum.	£1000
	4. Teaching and learning CPD programs developed	Bespoke packages of CPD delivered to staff to aid teaching and learning.  "Teachers change lives everyday" successful.	Specific PP PD will now be delivered through the QofE meetings with all staff.  Further PP specific PD through external providers and shared in school through the QofE meeting.  "Teachers change lives everyday" will be embedded.	£5,750.00
	5. Lead practitioners leading on independent study, memory, retention and character Education	LPs explored a wide range of strategies using research to support.  Clear strategies have been made and will be impactful once embedded.	No new initiatives to be started this year, time given to embed good practice.	£13,511.50

	6. Classroom basic practice improved through – Challenge for all, Consistency in questioning, Effective Feedback	Improvements have been seen in teaching across the school.  Results for 2019 have improved for all students. The PP group have shown a large drop from 2018, however many of these students were not accessing the curriculum. Those PP students that were have shown an improvement.	The DR ICE model of planning and evaluating lessons will taken forefront in CPD sessions relating to teaching and learning to further embed this.	Quality First £35,000.00  Departmental Resources £24,250.00
	7. Attendance at PiXL and ideas disseminated	The PiXL club has proven to be a useful tool for ideas and strategies, from leadership down to classroom teacher level.	Membership to PiXL will continue. Middle leaders to complete “middle leaders leadership training”.	£1,525.00
	8. Attendance at RTSA PP Network meeting – ideas shared	The RTSA PP network has provided good resources and strategies.	Membership will continue.	£729.00
Improve rates of progress for those who are disadvantaged especially in Maths and English.  (Gap between PP and non PP in 2018/19 to have narrowed)	9. Change of curriculum for Year 7. Year 7 catch up and nurture groups created who have additional Maths and English lessons. Use of Pixl microwave to be used for these groups	The changes to Year 7 catch up and nurture groups have been positive.  Both English and maths have shown an improvement and closed the gap of PP to non PP students over the course of Year 7.	This will continue through into Year 8 and stay in Year 7. A teaching and TA will be working specifically in catch up and nurture English and maths.	£21,822.40  £24,211.64
	10. Options process changed and option English and Maths now in the curriculum aimed at students with potential of being 5+ in Maths& English	Extra maths and English have been very positive for helping students achieve better in the basics measure.  However this has seen bigger gains for Non-PP students.  (in internal tracking data)	This will continue.	See 6 above
	11. Target setting reviewed. Teachers given more training on targets and predictions to allow them to use data more effectively at classroom level	Review of the target setting methodology has been very positive, students now have challenging but achievable targets.  There is better understanding amongst classroom teachers of where targets come from and why it is appropriate for that student.	This will continue	£-

	12. Head of English working with The Dukeries to improve teaching for all but especially for disadvantaged students	The head of English has worked hard to ensure progress for all students is good.  From 2018 (-) to 2019 (-0.29) progress has improved for English	Collaboration will happen across subjects through Trust TNG meetings.	£-
Improve Literacy and Numeracy of all students but especially those who are disadvantaged.  (Reading levels improve; Rates of progress in Maths and English improve.)	13. New literacy and numeracy coordinators appointed to improve rates of progress in these areas	(See 3 above).		£-
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raise aspirations for all especially those who are disadvantaged  (Gofar evidence shows greater engagement from PP students in careers events)	14. Careers programme developed further and introduced for years 7 -13	The careers programme has been very positive.  Students have had a careers meeting with our trained careers adviser.  Students with low aspirations have been referred to the careers adviser.  Expected impact overtime will be improved outcomes and destinations, through improved aspirations.	This will continue, however the careers adviser was at capacity last year, the coming year will be employed full time by the school.	£11,647.50
	15. Grolar package used to track careers aspirations and activities	Grolar has proven useful amongst students as it engages them about future careers.  It is expected that we see impact from this in future years through improved destinations.	Use of the Grolar package will continue, but data and information need to be better understood by leaders.	£495.00
	16. Collaboration with DANCOP to obtain additional funding for activities and trips that raise aspirations	DANCOP has provided the school with free trips and sessions for students about higher education and lifting aspirations.  Expected impact overtime will be improved outcomes and destinations, through improved aspirations.	This will continue as long as funding is available.  There have been some PP specific sessions in the region, this will be explored for out school.	£-

	17. Work Experience – Ensuring disadvantaged students attend appropriate placements and any necessary equipment or uniform is provided	All students in Y10 secured a work experience place. Barriers to equipment such as working boots etc. were removed through PP funding.  Expected impact overtime will be improved outcomes and destinations, through improved aspirations.	This model will continue on a needs basis for future students.	£6525.00
	18. Pixl Edge used to improve character education of our students	PiXL Edge has been used as part of the tutor programme to encourage students to build their character.  Expected impact overtime will be more confident students.	This will continue alongside the Character Passport.	See 7 above
	19. School trip subsidy used to ensure all school trips are accessible to all	PP Money has been used to part fund trips to ensure they are accessible to PP students – particularly Year 7 camp. Students accessing camp are shown to have better relationships with their peers.	This will continue.	£5,000.00
Improve Literacy and Numeracy of all students but especially those who are disadvantaged  (Reading levels improve; Rates of progress in Maths and English improve.)	20. Small learning support groups formed in all years to support the literacy of our lowest ability students. Taught by specialist TA's	Success for these groups is looking positive, however true success will be more measureable over time.	This will continue.	£-
	21. Accelerated reader used as targeted support for Year 7/8 students who are below age related reading age	Accelerated reader has proven to add months of reading to a student's reading age in line with and above their chronological age.	The programme needs greater prominence between students and staff to reach its full potential.  The programme will be relaunched and data better used to identify PP students.	£1,046.78
Improve attendance for all especially those who are disadvantaged. Narrow the gap between PP and non PP  (Gap between PP and non PP in 2018/19 to have narrowed)	22. EWO work and caseload regularly reviewed with attendance of disadvantaged students a priority	Attendance at the school has dropped over the past 3 years, including for disadvantaged students. The gap for 2018-19 shows a larger gap for PP to Non-PP. In part this trend is due to some of the students in Year 11 with very complex needs, also impacting results.	A new EWO will be in place for 2019-20 and working closer with the attendance officer to tighten up and focus on our most vulnerable students.	£23,528.25
	23. Improve Alternative Provision to engage students in their learning and attend more regularly	External providers have proven to have mixed results with our students. Attendance for these students was on the whole in line with or better than just school alone, however outcomes were often not achieved.	A new alternative provision curriculum will be in place for 2019-20 to address the shortcomings of previous AP and ensure the school has more control.	£9,375.00

	24. Use of The Bridge unit to engage students who have been school refusers or who are at risk of exclusion	<p>The bridge has proven to be a valuable asset at keeping students in school and back into lessons.</p> <p>Numerous students in Year 11 accessed the bridge who would otherwise have chosen not to come into school (e.g. pregnancy, school refusers, challenging behaviour). These students all attained some level of qualification for the next stages of their lives.</p>	The bridge facility will continue.	£19,737.75
<p>Improve rates of progress for those who are disadvantaged especially in Maths and English</p> <p>(Gap in progress scores in 2018/19 will have narrowed)</p>	25. Intervention and enrichment more strategically focused to have greater impact	<p>The best sharp interventions have worked with students.</p> <p>Engagement with enrichment has been mixed, with some students choosing not to access it due to their negative feelings towards it.</p>	<p>Enrichments will be re-branded boosters in 2019-20 in an effort to improve engagement.</p> <p>Sharp interventions will continue.</p>	£-
	26. Head of Science to share strategies for predictions, data analysis with all HOD's to sharpen focus on data so intervention is more focussed	<p>The head of science has shared strategies successfully in the school.</p> <p>English and Maths have proven from predictions last year their Year 11 results were inline.</p>	English, Maths and Science will fully embed these processes and share them with other department who do not always make the best predictions.	£-
	27. Introduction of Year 11 weekly three. To focus on 3 PP Year 11's weekly who are underachieving	This strategy had impact on some students, they went on to achieve good outcomes.	This will replace ZORBA (below), however follow up meetings with students to ensure they are following advice given must be tighter.	£-
	28. Revise Right Evening and Revision Market place to engage parents in revision techniques	<p>These evenings had great engagement from students and parents.</p> <p>Engaging with parents to show we are in it together and they have a part to play had a positive effect on overall results.</p>	These will happen again in 2020.	£1,095.00
	29. SLT progress boards and Zorba meetings focussed on underachieving students especially those who are disadvantaged	<p>SLT progress boards with students have happened with some success. Students met with did go onto achieve.</p> <p>ZORBA was adapted early on to middle leaders collaboratively working on strategies for under achieving boys.</p>	Progress boards will continue following a challenge, support and intervention model.	£-
	30. All disadvantaged students will receive a mentor in Year 11	This approach was changed due to EEF research on mentoring shown to have little impact.	PiXL level best will be used with selected PP students.	£-

	31. Open bucket days in the 3 days before Christmas to ensure students catch up with unfinished coursework	Open bucket days have proven to be very successful, open element success is very strong in Year 11.	These days will continue and extended to cover core subjects in October 2019.	£-
Behaviour of disadvantaged students will improve  (Less incidents of Isolation and FTE in 2018/19 than in previous years)	32. The new principal has raised expectations with regards to uniform and behaviour as one of his key priorities in 2018/19 Consistency in these areas is one of his key priorities this academic year and has been discussed with staff, students and parents	(see 1 above)		£-
	33. Isolation conduct and expectations reviewed and tightened	Members of SLT and Heads of Department staffed Isolation this year. Consistent expectations were enforced and obvious.	Expectations of behaviour across the academy need to be tightened to ensure student time in isolation is reduced.	£22,606.50
	34. The Bridge unit being used to engage some of our more challenging students to re-engage and then integrate back in to lessons	(see 24 above)		Boxing: £3,731.25  Counselling: £3,510.00  Intervention: £7,500.00
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raise aspirations for all, especially those who are disadvantaged.  (Grofar evidence shows greater engagement from PP students in careers events)	35. Support disadvantaged students who are having trouble accessing uniform, stationary and equipment	Disadvantaged students have been able to access the curriculum because barriers such as uniform issues have been resolved quickly	This will continue.	£5000

Other approaches:	36. Expand safeguarding team with more designated safeguarding trained staff.	There is a high need amongst our most vulnerable, including many PP students with high external agency involvement.	This will continue.	£12,000.00
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## 7. Additional detail

- [1] EEF PP Guidance 2019 - [https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)
- [2] EEF KS3/4 Literacy Guidance - [https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF\\_KS3\\_KS4\\_LITERACY\\_GUIDANCE.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf)
- [3] EEF Reading comprehension strategies - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>
- [4] World Book Day - <https://www.worldbookday.com/about/>
- [5] Reading Agency: Reading for pleasure - <https://readingagency.org.uk/news/blog/why-is-reading-for-pleasure-important.html>
- [6] PiXL Club - <https://www.pixl.org.uk/about-us>
- [7] EEF One-to-one tuition - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>
- [8] EEF Annual report 2018 - [https://educationendowmentfoundation.org.uk/public/files/Annual\\_Reports/EEF\\_Attainment\\_Gap\\_Report\\_2018.pdf](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf)
- [9] EEF Breakfast Clubs - <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/>
- [10] EEF Outdoor adventure learning - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/>
- [11] EEF Parental Engagement - [https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF\\_Parental\\_Engagement\\_Guidance\\_Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf)
- [12] EEF Improving behaviour in schools - [https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF\\_Improving\\_behaviour\\_in\\_schools\\_Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf)
- [13] EEF Metacognition and self-regulated learning - [https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF\\_Metacognition\\_and\\_self-regulated\\_learning.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf)
- [14] EEF Character - <https://educationendowmentfoundation.org.uk/school-themes/character/>
- [15] EEF Careers education - <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/careers-education/>
- [16] EEF Maths Guidance - [https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2\\_KS3\\_Maths\\_Guidance\\_2017.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)
- [17] Global Money Week - <https://www.globalmoneyweek.org/about/gmw-slogan.html>