



Summary information as Context to this PP Report					
Academic Year	17/18	Total PP budget	£134,300	Date of most recent PP Review	N/A
		Total Y7 Catch-up	£9,200		
Total number of pupils	462	Number of pupils eligible for PP	126 PP = 27%	Date for next internal review of this strategy	Aug 19
1. Current attainment and progress (Last Year's figures in brackets)			National non PP		Gap
Progress 8 Score			tbc		tbc
Attainment 8 Score			tbc		tbc
1. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Low literacy levels				
B.	Low levels of mathematics				
C.	Low aspirations				
D.	Poor social and emotional literacy skills				
Additional barriers (including issues which also require action outside school, such as low attendance rates)					
D.	Resource support				
E.	Low attendance rates (Initiative for 2018-2019).				

\* Internal estimates until unvalidated data is published.



3. Evaluation of the previous year against intended outcomes.

Starting Point	Goal (Intended + Actual outcomes)	Actions and Strategies tried in order to meet intended outcomes.	Owner	Impact assessment / Review and notes. Will you continue with this strategy – why?	Cost
<b>Improving quality of teaching for all</b>					
Outcomes for cohort 2017 pupil premium students 47% 9-4 English.	Raise attainment in English.	“Everyone a teacher of English” initiative. CPD to staff on everyone playing a part in the tuition of literacy. All staff issued the student guide to literacy. Academy Literacy post leading literacy across the organisation.	KJA/EHA	English GCSE exam results highest in the academies history (4+). Pupil premium students achieved 60% grades 9-4 in English.	£5,000
SLT position to drive pupil premium agenda.	Increased profile and focus on pupil premium across academy processes.	Pupil premium action plans for each curriculum area driven by leaders of learning. Each teacher has a pupil premium objective as part of appraisal. Pupil premium a focal point for all data discussions.	SYA/KJA	Each plan evaluated individually for impact. See data discussions impact report document. Effective department strategies included in development plans for 2018-2019. Success against targets evaluated as part of the appraisal process. Successful strategies captured and shared for practice to be developed in other curriculum areas.	£15,000
<b>Targeted Support</b>					



<p>21% of intake in 2017 not at expected standard for reading.</p>	<p>Improved literacy levels for those students who did not meet expected standard.</p>	<p>Literacy intervention programme – Lexia          Identification of student cohort for Lexia intervention.          Lexia sessions timetable construction.          Periodic reading age assessment in place to monitor progress.</p>	<p>KJA/KCH</p>	<p>Average impact of 17 months increase in reading age during 2017-2018.</p>	<p>£1,000</p>
<p>Pupil premium progress at -0.38 in 2017.</p>	<p>To ensure pupil premium students are supported and adequately resourced.</p>	<p>Pupil premium advocate role          Breakfast club available for pupil premium students.          Pupil premium student provided with pencil cases of equipment if resources an issue.          Revision packs provided to KS4 pupil premium students where needed.          KS4 pupil premium students targeted for homework club by advocate.          Monitoring of S3 sanctions for homework failure of pupil premium students in place.          Compulsory homework</p>	<p>JJO/SYA</p>	<p>Attendance of pupil premium students at 93.3% for 2017-2018.          Pupil premium progress estimated to be +0.21 for students regularly attending the academy.          Analysis shows most students are limited to one instance of sanction for homework failure.</p>	<p>£15,000</p>



		club letters in place for those that need them. Student supported with uniform if there are compliance issues. Additional pastoral support and mentoring through the advocate. Academic and intervention monitoring of pupil premium support by advocate. Attendance monitoring of pupil premium support by attendance coordinator.			
<b>Other Approaches including Whole School Strategies and MAT Collaboration Strategies</b>					
21% of intake in 2017 not at expected standard for reading.	Improved literacy levels for students across the academy in Year 7 and 8.	Accelerated reader programme. Library resourced specifically for AR. Literacy leaders from the student body trained by staff to facilitate the programme.	EHA/KJA	Average impact of 17 months increase in reading age during 2017-2018.	£1,800
Pupil premium appraisal target for all teaching staff.	To improve outcomes for pupil premium students across the academy.	Implementation of SMART teaching staff appraisal in September 2017. Teaching staff to adopt a pupil premium appraisal target.	SYA	Progress 8 score predicted to be +0.21 without PA or students educated elsewhere.	£0



<p>Large class sizes.</p>	<p>To improve outcomes in English and Maths</p>	<p>Additional staffing in English and maths Increased staffing leading to a reduction in class sizes and the capability to conduct intervention during registration sessions.</p>	<p>SGA/SPA</p>	<p>Reduction in pupil premium gap in English and maths.</p>	<p>£76,700</p>
<p>Finance a barrier to some student's participation.</p>	<p>To improve the resilience and cultural capital of pupil premium students through enrichment and the development of an inclusive community of learners.</p>	<p>Ensure pupil premium students are able to participate in the full range of enrichment activities. DEAR time exposes students to texts that they would not otherwise encounter. Rocking your teens event targeting pupil premium students to listen to inspirational talks in London by successful people from similar backgrounds. Provision of transport to and from the Academy to ensure access to curriculum and participate in after school activities, including homework clubs and revision</p>	<p>SYA</p>	<p>Personal and parental testimony of the impact of enrichment positive. Attainment in music at 67% Merit and above. Pupil premium students assisted with access to peripatetic teaching.</p>	<p>£18,900</p>



		<p>classes.                  Funded Breakfast Club provision to support pupil premium students where appropriate.                  Provision of music lessons to support the development of skills to enhance wider academic development.</p>			
--	--	---	--	--	--

**4. Strategies for Closing the Gap this Year. See SDP for further information on NEW Developments.**

Starting Point	Goal (Intended Outcomes)	Actions and Strategies being implemented this year.	Owner	Review and Notes including the evidence base for why we believe this will be effective.	Est. Cost
<i>Improving quality of teaching for all</i>					



Coaching takes place using IRIS	IRIS is used as a tool to improve teaching and learning focussed on pupil premium student's learning experiences.	One of the departments three IRIS cycles to have a pupil premium focus.	KWO & LOLs	Improved outcomes for all students based on a three year trend of a rising progress 8 score. Repeated refocus on learning.	£1,000
<b>Targeted Support</b>					
Learning to learn programme delivered by KJA and KCH.	Learners to become more independent in the classroom and know how to learn to just what to learn.	PSCHE programme and intervention to deliver the learning to learn programme.	KCH/KJA	Learning to learn interweaves with metacognition strategies used within curriculum areas.	£1,000
<b>Other Approaches including Whole School Strategies and MAT Collaboration Strategies</b>					
Attendance at 93.3%.	Attendance at 95%	Implementation of new attendance policy and full range of EWS intervention.	SYA/MJO	The impact of persistence absence on progress for pupil premium students is clear from results analysis. Improving attendance will lead to improved progress.	£2,000

### Year 7 Catch-up premium

The academy received £9,200 in catch up premium for the academic year 2017-2018. Details of its expenditure are given below. The figure for 2018-2019 is estimated to be the same.

Starting Point	Goal (Intended + Actual outcomes)	Actions and Strategies tried in order to meet intended outcomes.	Owner	Impact assessment / Review and notes. Will you continue with this strategy – why?	Cost
21% of intake in 2017 not at expected standard for reading.	Improved literacy levels for those students who did not meet expected standard.	Reading recovery programme – Read write inc	KCH/CPL	Average impact of 17 months increase in reading age during 2017-2018.	£1,000



Large class sizes.	To improve outcomes in English and Maths	Additional staffing in English and maths  Increased staffing leading to a reduction in class sizes and the capability to conduct intervention during registration sessions.	SGA/SPA	Reduction in pupil premium gap in English and maths.	Contribution of £8,300
--------------------	--	---	---------	--	------------------------

Our intake in September 2017 included 19 students who were below expected standard in mathematics i.e. achieved a SATs scaled score of less than 100.

At the end of the academic year the students' progress was as follows:

- Making progress in line with their flight path given their starting points: 84%
- At expected standard: 37%
- Within one grade of expected standard: 63%

Our intake in September 2017 included 19 students who were below expected standard in English i.e. achieved a SATs scaled score of less than 100 in reading.

At the end of the academic year the students' progress was as follows:

- Making progress in line with their flight path given their starting points: 100%
- At expected standard: 89%





- Within one grade of expected standard: 100%

## 5. Further Notes

Any further relevant detail that should accompany this report

## 6. Status and Use of the Document

Status for 2018/19 – A common format of SMART document for consultation and trial with Headteachers

Status for 2019/2020 – We will have a standard version in use by all following the trials and discussions of 2018/19

Primary and Secondary difference – the data points in the summary section are the only intended differences, These are intended for context of the school only so need not be as detailed as the 'starting points' described against each strategy.

Governors – This document will be RAG rated and notes added each term as part of the SDP review each term,