

Pupil Premium Impact of Interventions

Allocation for 2016-17

Total number of pupils on roll (Year 7-11): 1018	Number of pupils eligible for Pupil Premium: 364
Pupil Premium Allocation:	340,340

Identified barrier to progress
Low levels of literacy: Continuing to raise the profile of reading, offering opportunities for all students to read regularly and providing intervention where necessary.
Passive attitudes towards learning. Continuing to provide quality first teaching and increase engagement in their learning by improving students' involvement in the feedback process.
Behaviour and attendance. Continuing to raise the profile of attendance and behaviour expectations for all students, with specific monitoring and interventions put in place for PP.
Home/school involvement. Improving the dialogue and contact opportunities between PP student's home support network and the Academy to help develop a consistent approach to student support and intervention.

Low Levels of Literacy A significant number of students enter the Academy with low levels of literacy	
Chosen strategies	Evaluation of impact
<ul style="list-style-type: none"> • Use of Daily Reading Time to improve reading culture. • Targeted intervention by literacy assistant. • Extra sets in Mathematics and English for students with lower prior attainment. 	<p>All students In Years 7-11 were provided with the conditions and resources for independent reading. Approximately 30 students targeted by literacy assistant for Accelerated Reader support. Students in Years 7 and 8 have 2 extra English lesson and 1 extra mathematics lesson every week, if they are in sets 5-8.</p>

Passive Attitudes Towards Learning	
Chosen strategies	Evaluation of impact
<ul style="list-style-type: none"> • Delivery of training on revision techniques. • Evaluation of feedback policy and creation of new department led policies which aim to provide meaningful and memorable feedback to students. • Provision of Maths tuition to GCSE students. • Provision of Academy facilities during half term and Easter holidays to enable students to complete effective revision. 	<p>Staff training delivered on interleaving and practise. Further training on teaching techniques attended by all classroom based staff.</p> <p>Staff trained in the evidence for the effect of feedback on progress. All departments now have feedback policies which detail the types and frequency of feedback used by the department.</p> <p>24 students received tutoring on Saturday mornings in 2016-17. 46% were eligible for pupil premium.</p> <p>Performance in Mathematics exceeded the national figures at 9+, 7+ and 4+.</p> <p>P8 Maths element +.26 (compared to -0.20 in 2016) compared to -.02 in all schools.</p>

Behaviour and attendance	
Chosen strategies	Evaluation of impact
<ul style="list-style-type: none"> Regular attendance cohort meetings involving pastoral leadership, attendance officers and EWO liaison Continuation of attendance league Further development and embedding of BLUE strategy 	<p>Students kept up to date with their personal attendance. Recorded in planners to share weekly with parents.</p> <p>Rewards provided for tutor groups succeeding in being top of their league.</p> <p>Increased student awareness of the importance of attendance.</p> <p>Assemblies and tutor time used to continue the focus on the use of BLUE. Further refining of systems and staff training on Friday afternoons.</p>

Home-school involvement	
Chosen strategies	Evaluation of impact
<ul style="list-style-type: none"> Implementation of an extra Parents' evening in Term 1. Use of white reports for effort which have an increased opportunity for parental comment. Development and use of department reports to monitor across subjects. 	<p>Year 11s of concern in Maths and English met with Heads of Department. All other parents invited in to meet tutors and discuss the progress of students in their first term. Students at risk of underachievement monitored by tutors for 4 weeks.</p> <p>Department reports implemented for students where the interim report suggested underachievement in one subject.</p>

Evaluation of impact on attainment

In Year 11, there were 63 students eligible for pupil premium in a cohort of 198 pupils (32%). Changes to performance measures have made comparisons with previous years more difficult, but initial analysis suggests that:

- there was an improvement in the proportion of disadvantaged pupils achieving 'basics' (English and mathematics) at 4+ from 36% (C+, 2016) to 44% (4+, 2017)
- there was an improvement in progress of disadvantaged pupils in mathematics from -0.42 to -0.23

Though there was not a reduction in gaps in all measurable areas, the following areas show improvement:

- low ability disadvantaged students made more progress than low ability all (-0.51, vs -0.53)
- high ability disadvantaged students achieved basics (5+) at same proportion as all high ability pupils
- high ability disadvantaged students achieved EBacc (5+) at same proportion as all high ability pupils, i.e. no gap

Pupil Premium Planning 2017-18

Total number of pupils on roll (Year 7-11): 1020	Number of pupils eligible for Pupil Premium: 366
Pupil Premium Allocation:	342, 210

The barriers to disadvantaged students remain the same for this year, and our primary strategy is to ensure quality first teaching which influences the progress of all students. We expect our allocation to be spent on the following:

Low Levels of Literacy
Chosen strategies
<ul style="list-style-type: none">• Use of Daily Reading Time and a literacy co-ordinator to improve reading culture.• Targeted intervention by literacy assistant.• Extra sets in Mathematics and English for students with lower prior attainment.

Passive Attitudes Towards Learning
Chosen strategies
<ul style="list-style-type: none">• Use of teaching and learning time for further training.• Expansion of the Year 11 morning intervention programme.• Independent revision planner piloted.

Behaviour and attendance
Chosen strategies
<ul style="list-style-type: none">• Regular attendance cohort meetings involving pastoral leadership, attendance officers and EWO liaison. Training for EWO.• Continuation of attendance league.

Home-school involvement
Chosen strategies
<ul style="list-style-type: none">• Year 11 Essential Preparation Supper.• Change in format of the Academy reports to increase the frequency of reporting to parents.