



## Pupil Premium: Impact of Interventions

2017/18 Academic Year

Total number of pupils on roll: 1065

Number of pupils eligible for Pupil Premium: 366

Pupil Premium Allocation: £342,210

The Academy has identified a number of barriers to the progress of disadvantaged pupils. These are outlined below with details of the strategies and actions taken.

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### Barrier: Low Levels of Literacy

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#### *Objective:*

Continue to raise the profile of reading, offering opportunities for all students to read regularly and providing intervention where necessary.

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#### *Strategies*

- Use of Daily Reading Time to improve reading culture.
- Targeted intervention by literacy assistant.
- Additional teaching groups in English and mathematics for students with low prior attainment.

#### *Actions*

- All students in Years 7 to 11 were provided with the conditions and resources for independent reading (20 minutes daily).
  - Library refurbishment to improve the library facilities within the Academy.
  - Approximately 75 students targeted for additional literacy support.
  - Students in Years 7 and 8 receive additional English (2 lessons) and mathematics (1 lesson) per week to close gaps in literacy / numeracy.
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### Barrier: Behaviour and attendance

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#### *Objective:*

Continue to raise the profile of attendance and behaviour expectations for all students, with specific monitoring and interventions in place for pupil premium students.

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#### *Strategies*

- Regular attendance cohort meetings involving extended and senior leadership team, pastoral leaders and attendance officer.
- Attendance leagues.

#### *Actions*

- All students in Years 7 to 11 receive regular updates regarding their attendance.
  - Fortnightly meetings with senior leaders for students whose attendance is a concern.
  - Standing item at ELT / SLT meetings for review.
  - Regular attendance competitions / rewards for students / groups showing good attendance.
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**Barrier: Passive Attitudes towards Learning**

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*Objective:*

Continue to provide quality first teaching and increase engagement in learning by improving students' involvement in the learning process.

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*Strategies*

- Use of teaching and learning time for further training.
- Expansion of Year 11 intervention programme.
- Saturday morning intervention
- Provision of study facilities for students to complete work / revision using Academy facilities.

*Actions*

- Regular input during staff briefing / CPD time on teaching and learning strategies.
  - Evaluation of departmental marking and feedback policies, including quality assurance.
  - Weekly teaching and learning forums aimed at improving teaching practice.
  - Daily support for English and mathematics during pastoral time.
  - Full range of interventions during spring term in all subject areas.
  - Daily after school intervention.
  - Increased offer of Saturday morning intervention in English and mathematics, accessed by c.50 pupils (c.50% eligible for pupil premium).
  - Daily study group (lunchtime) and after school study space (library).
  - Supervised study facility during holiday periods.
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**Barrier: Home-school liaison**

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*Objective:*

Improve the dialogue and contact opportunities between school and home to develop a consistent approach to student support and intervention.

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*Strategies*

- Additional parents' evening during autumn term.
- Year 11 Essential Preparation Supper
- Review of Academy reporting systems to improve frequency / timeliness of reporting.

*Actions*

- Additional parents' evening for invited students during autumn term where there were progress concerns.
  - Monitoring of students' responsibility for learning / engagement.
  - Support with revision resources / techniques for students / parents.
  - Bespoke resources to support revision planning.
  - Provision of revision tools.
  - Reporting to focus on *evaluation* of student progress through tutor / ELT / SLT comment.
  - Increased frequency of detailed reporting.
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## Evaluation of Impact

The impact of these strategies is evaluated as:

- improvement in the proportion of disadvantaged pupils achieving 'basics' (English and mathematics) at grade 5+ from 23% in 2017 to 30% in 2018
- improved parental engagement (high levels of attendance at Year 11 Essential Preparation Supper, 98% attendance at Year 10 Parents' Evening)
- stronger dialogue between home and school through more frequent reporting of student progress data
- significant improvement in proportion of pupils, including disadvantaged pupils, achieving the English Baccalaureate suite of qualifications
- increased engagement of students in learning and study, demonstrated by high levels of attendance at revision.



## **Pupil Premium: Strategy**

### **2018/19 Academic Year**

Total number of pupils on roll: 1065

Number of pupils eligible for Pupil Premium: 377

Pupil Premium Allocation: £352,495

In the coming academic year, the barriers for disadvantaged students remain the same. The primary strategy is therefore 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**
  - Use of Daily Reading Time / Literacy Coordinator to improve reading culture.
  - Targeted intervention by Literacy Assistant.
  - Additional sets in English and mathematics for students with low prior attainment.
  
- **Behaviour and Attendance**
  - Regular attendance cohort meetings involving pastoral leadership, senior and extended leadership and attendance officer.
  - Continuation of attendance leagues / positive rewards.
  
- **Passive Attitudes Towards Learning**
  - Use of teaching and learning / staff briefing time for further training.
  - Further expansion of the Year 11 intervention programme (morning, lunchtime, after school, Saturday morning).
  - Mentoring scheme for Year 11 pupils.
  - Structured revision resources provided to Year 11 students.
  - Provision of structured revision / study space to Year 11 students during holiday periods.
  
- **Home-school relationships**
  - Year 11 Essential Preparation Supper
  - Equipping parents to support students in revision / preparation for assessments.
  - Mentors will maintain weekly contact with parents.
  - Increased frequency of reporting / parents' evenings.

The impact of these strategies will be monitored through:

- weekly meetings of Year 11 'Raising Achievement Planning' team (RAP)
- regular reviews by Extended and Senior Leadership Teams
- monitoring by staff with specific responsibilities for disadvantaged students, literacy, teaching and learning, etc.