

Pupil Premium Strategy 2017-18: Background information

Identify barriers to learning for PP pupils

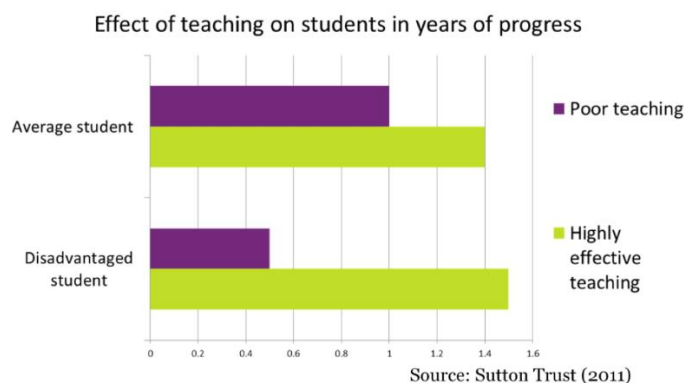
Unlike other student groups (SEND, Upper Band etc) Pupil Premium students do not have a defined set of characteristics. They may exhibit some, none or all of the following:

- Weak progress, often from the start of their schooling in Year 1 or before (according to the Joseph Rowntree Foundation, the attainment gap at age 5 is already between 10 and 12 months)
- Poor reading/literacy skills: although the percentage of the current Year 7 with a reading age below 11 is similar for Pupil Premium and non-Pupil Premium students, the top twenty readers are non-Pupil Premium students
- Poor attendance (in 2016, the national absence rate of disadvantaged rate of FSM6 students was almost double the rate for non-FSM6, and one in five FSM6 students (21.6%) was a persistent absentee; the PA figure for primary schools was 17.3%)
- Low aspirations, often linked to lack of employment in the household and lack of role models
- Lack of opportunity: disadvantaged students may not be able to access music tuition, participate in school visits etc

Desired outcomes

- Improve the progress of disadvantaged students, in part through quality first teaching
- Improve the attendance of disadvantaged students
- Raise the aspirations and widen the horizons of disadvantaged students
- Improve employability of disadvantaged students
- Ensure equality of opportunity for disadvantaged students, for example access to extra-curricular activities

Why improve teaching?



Research from the Sutton Trust has shown that poor teaching has a bigger negative impact on disadvantaged than non-disadvantaged students. Good teaching has a slightly more positive impact on disadvantaged than non-disadvantaged students.



The Academy has signed up to the Sutton Trust's 2017 "Mobility Manifesto", which includes ten practical steps to improve social mobility. Those most pertinent to the secondary education sector are:

"Make improving the quality of classroom teaching the top priority in schools, with effective appraisals and a guaranteed entitlement to good quality training for all teachers" (Step 2)

"Provide opportunities for young people to develop essential life skills beyond their core curriculum, including access to enrichment activities. Back this with good quality careers guidance." (Step 7)

Pupil Premium strategies 2017-18

The school has received £186,000 Pupil Premium Grant for 2017-18. The Strategy is monitored by the Standards Committee, and the outline plan on page 2 indicates which areas of the plan are the focus of each termly meeting.

The Strategy is reviewed fully each summer and a revised/new plan written for the new academic year.

| Objective | Actions | Report to Govs | | | QA | Cost |
|--|---|----------------------------|--|-----------------------|--|----------|
| | | 1 | 2 | 3 | | |
| Improve outcomes for disadvantaged students | <ul style="list-style-type: none"> a. Ensure CPD supports quality first teaching b. Allocate specialist Teaching Assistants to English and Maths c. Employ a one-to-one tutor to support progress in English d. Employ a one-to-one tutor to support progress in Maths e. Ensure students are ready to learn through breakfast club f. Improve transition arrangements through Carr Hill project g. Prioritise Pupil Premium students for Summer School h. Run prep club at lunch, with support from prefects (free lunch) i. Ensure access to ICT facilities at lunch j. Use DEAR time to support weak readers & push stronger readers k. Listen to all PP students read regularly l. Wave 1 interventions for all disadvantaged students m. Produce regular updates for FLs, SLT and Governors on PP Plan n. Obtain detailed QLA of SATs to inform intervention and QA its use o. Fund booster sessions for Year 11 at Easter / half-term p. Fund seating planner to ensure staff know classes q. Review use of inclusion to support behavioural interventions | f g j k m n | a b c d h i l m p q | e j k m o | <ul style="list-style-type: none"> AP checks Review of SoLs Student interviews Student pursuits LFVs and subject reviews Behaviour roadmap | £105,000 |
| Improve attendance of disadvantaged students | <ul style="list-style-type: none"> a. Act early on attendance data from primary schools b. Lease car to facilitate home visits c. Hold attendance panels with all near PA students (HoH or AHoH) | a | b c | b c | <ul style="list-style-type: none"> Analysis of attendance data Student interviews | £9,000 |
| Raise aspirations and widen horizons of disadvantaged students | <ul style="list-style-type: none"> a. Prioritise PP students for careers interviews in Year 11 b. Support PP students to secure high quality work experience placements c. Provide termly career update meetings for all LAC in Year 9 and above d. Prioritise PP students for careers fairs and subsidise attendance e. Run "meet the Post 16 student" lunch for targeted PP students | | a c e | b d | <ul style="list-style-type: none"> Student interviews | £1,000 |
| Improve employability of disadvantaged students | <ul style="list-style-type: none"> a. Support all PP students to gain leadership awards b. Provide access to business mentors for older students c. Run employability workshops for disadvantaged students and parents | a | a b c | a | <ul style="list-style-type: none"> Student interviews Analysis of leadership awards | £2,500 |
| Ensure equality of opportunity for disadvantaged students | <ul style="list-style-type: none"> a. Fund free revision guides for PP students b. Provide free music tuition for PP students c. Support participation in school visits (especially LAC) d. Provide support for uniform e. Ensure all LAC have appropriate ICT facilities out of school | | | a b c d e | <ul style="list-style-type: none"> Budget analysis | £15,000 |