



PUPIL PREMIUM STRATEGY 2018-2019

Author:	MR G J HAND
Approval needed by:	Local Governing Body
Consultation required	
Adopted (date):	

Date of next review:	November 2019
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Pupil Premium Strategy Statement: November 2018

1. Summary information					
School	The de Ferrers Academy				
Academic Year	2018/ 2019	Total PP budget	£385,000	Date of most recent PP Review	Jan 2019
Total number of pupils	2,169	Number of pupils eligible for PP	471 (22%)	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	Pupils eligible for PP (Your school) 2018	All students (Nationally) 2018
% achieving Basics 4+	53% (69.3% - all)	64%
% achieving Basics 5+	29% (47% - all)	42%
Progress 8 score average	-0.52 (-0.12 – all)	-0.02
Attainment 8 score average	37.3 (47 – all)	46.4

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	To address the lower attainment on entry for students in receipt of PP; this potentially results in lower expectations which are institutionalised in the target-setting system (RADY initiative)
B.	To improve the literacy skills of Y7 PP students to ensure that they can access the curriculum and thereby make good progress
C.	To achieve a minimum Progress 8 score of 0.0 for PP students
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	To improve attendance for PP students. Validated national attendance data for 2016/17 is as follows: All 94.6%; PP 92.2%; Validated The de Ferrers Academy attendance data for 2017/8 is as follows: All 93.7%; PP 90.2% Academic year 2018/19 Aut1 data: all 95.24%; PP 92.7%

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Implementation of RADY strategies across Y7, Y8, Y9, Y10 and to improve rates of progress for PP students	As Stated
B.	Improved Literacy skills for Y7 & 8 PP students, together with increased progress as evidenced by Academic summaries	As Stated
C.	PP students make progress in line with national average for all	As Stated
D.	PP students' attendance meets 94% Trust target	As Stated

5. Planned expenditure

Academic year **2018/19**

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?
A, B, C	Additional staffing in core subjects is maintained	First Quality Teaching Additional Core Staffing Calculation: Year 9 Set 7's in core subjects Year 10 Set 7's in core subjects Year 11 Set 7's in core subjects	Faculty Progress Meetings, Additional intervention where appropriate, Learning Walks, Triad Foci, Knowing Your Groups, Academic Summary Analysis every 9 weeks and final results (4 x data collection points)	TMR/LF/HLP	October 2019 7.8 FTE on average M3 £180,207

B	Literacy Co-ordinator	All students on entry to the Academy undergo baseline assessments for example MidYis, ARTi Read Test. Sets 3-7 in Y7 will follow the AR programme Sets 5-7 in Y8 will follow the AR programme Set 7 in Y9 follow the AR programme	Co-ordinators have developed a range of activities for a range of students. Written into Appraisal targets to target specific groups - AR – Year 7 students in sets 3-7 Track and monitor reading levels through STAR Testing, Reading and Spelling tests, Tutor Time activities - posters Coaching / mentoring support for staff, Reviewing KS3 Literacy schemes for learning, Theatre trips, Holocaust workshop – KS3 English (Spring), Schemes have been rewritten for the Literacy allocated hours at KS3 – Sep 2018	RHA	50% TLR x 2 £1,965
C	Behaviour Policy	To ensure consistent implementation of the behaviour policy allowing all students maximum opportunity to meet expectation	Teaching staff regularly updated and S&G staff ensuring sanctions and procedures are followed through	MPO / GJH	
A, B, C	CPD programme	To continue to up skill teachers with regards to a range of strategies to enhance learning, both in and away from the classroom	CPD sessions, lesson observations, learning walks and data analysis	AAB / DGL	
Total budgeted cost					£182,172

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?
C, D	<p>To embed a Support and Guidance structure which is sufficiently flexible to address the needs of PP students</p> <p>January 2013 - Appointment of several non-teaching colleagues to support student needs. Specific focus on PP.</p> <p>Groups Achievement Leader</p>	<p>In order to effectively support ALL students a new S&G team was appointed with each year group being led by a nonteaching Head and Assistant of Year. A specific responsibility of the team of 10 is to monitor and support of PP students.</p> <p>Each of the teams is led by a senior colleague (DSG/VP) who has responsibility to ensure that all students make the expected level of progress and all achieve the best possible set of results / educational outcomes – again a key focus is CtG with an overview of specific intervention action by the relevant team of subject Key Stage leaders (KS 3, 4 & 5)</p> <p>To track and report on all groups across the Academy e.g. Most Able, RADY etc. The Academy has joined the Raising Achievement of Disadvantaged Youngsters (RADY) project, working in conjunction with Challenging Education. This is focused on addressing under-performance of Disadvantaged students from KS2, by increasing aspirational targets and providing targeted support for students from the start of Y7 in order to secure improved GCSE performance. The Groups Achievement Leader is also working in liaison with the Virtual School Board to</p>	<p>KSLs set the FPM foci after each data input (4 x per year) – the data is reviewed rigorously and then disseminated to Faculties and HoY/AHoY's. Intervention is then introduced where appropriate.</p> <p>Formalised mentoring structure has been introduced where colleagues within S and G meet with targeted individuals on a weekly basis. The group of mentors meet on a half termly basis to report on progress or otherwise with individuals.</p> <p>Introduced GAL line managed by member of ALT. Analysis of data completed after each cycle progress of students reported to LGB through KPI document.</p> <p>PEP meetings reviewed and best practice followed</p> <p>Stronger links with primary schools as students move from Yr6 to 7, so information on PP students is available before the students arrive in Yr7</p>	<p>MPO/GJH/CPA</p> <p>SLG</p>	<p>15% HOY £20,758 15% AHOY £15,343</p> <p>20% of TLR £12,187</p> <p>50% of TLR £3,811</p>

		develop best practice in LAC provision/PP+. Transition of Vulnerable students to be reviewed			
A, B, C, D	To embed the Inclusion Centres in order to provide bespoke support for students Learning Mentor x 2	On occasions some of our disadvantaged students will need immediate and intensive support. This is provided by our inclusion centre staff who will support the work of our students in English and Maths primarily although not exclusively.	Our Inclusion centre staff meet with the DSGKS3 and the VP KS4 on a weekly basis as part of their Key Stage meeting – the Inclusion Centre is a standing item on the agenda	MPO / GJH	<i>50% of salaries: £37,410</i>
Total budgeted cost					£89,509

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?

D	<p>To provide an Attendance Team:</p> <p>Attendance Co-ordinator - reviewed role and responsibilities, increased by 0.2 to focus on PP families.</p> <p>Trust EWO</p>	<p>Attendance Manager focus is to improve general levels of attendance across the academy and with, the additional support of a full time attendance officer, to focus on the needs of key sub groups with a priority for CtG students. This is supported through partnership working with Entrust on a weekly basis.</p>	<p>Our Attendance Manager meets with the DSGKS3 and the VP KS4 on a weekly basis as part of their Key Stage meeting – Attendance is a standing item on the agenda.</p> <p>The Attendance team also meet on weekly basis to discuss actions and progress – the findings of which are reported back to the SVP</p>	MPO	<p>Trust EWO – 50% of salary £5,000</p> <p>Attendance co-ordinator 70% of salary: £12,510</p> <p>£17,510</p>
A, B, D	<p>To provide on going monitoring and intervention at subject level for PP students with ALT responsibility and overview</p> <p>To use Key Stage Leaders to monitor and provide interventional support for PP students. Percentage of their time in the week devoted to FPM and in particular closing the gaps</p>	<p>All Key Stage Leaders are focused on the progress of all students specific to their curriculum area and key stage. A key component of the role is to ensure all PP make the expected/necessary levels of progress – which in many cases will be 4 or 4+ hence the need for additional support.</p> <p>The co-ordination and delivery of the programme is line managed by the Vice Principal KS4 who liaises with all key colleagues and governors to ensure the progress of all PP students 11-19. The Vice Principal KS4 co-ordinates the use of KS4 CtG on a weekly basis with ongoing data analysis.</p>	<p>FLMM and SGLMM's, FPM's, Learning Walks, Knowing your group documentation. Specific feedback from the CtG Co-ordinator</p>	<p>CPA/GJH</p> <p>GJH</p>	<p>30% of TLR cost x 20 (KS3 & 4): £26,388</p> <p>20% of salaries: £33,656</p>
Total budgeted cost					£77,554

6. Review of expenditure

Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
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		Did you meet the success criteria? Include impact on pupils not eligible for PP	(Will you continue with this approach)	
A, C Continued GCSE performance for all students across English and Maths	<p>Year 9 - Set 7s in Core Subjects = 3 hours extra per week per band = 18 hours</p> <p>5 hours per week of En and Ma = 2 hours extra per week = 8 hours</p> <p>Year 10 - 4 hours per week in Maths and 5 hours per week in Science</p> <p>Year 11 -Set 7s in Core subjects = 3 hours extra per week per band for Maths and Science plus 4 hours for En = 20 hours</p> <p>Total 58 hours or 2.8 FTE</p>	<p>Please see additional documentation:</p> <p><i>Non PP Trends over time</i></p>	<p>Continue to use dedicated Maths CtG at KS4 – successful strategy which has closed the gap and improved performance of targeted students</p> <p>Range of core PPEs to monitor performance and intervene as necessary – September, December, March</p> <p>For disadvantaged students focus on English Lit where performance is potentially stronger continued mentoring of HAPP mentoring with ALT</p> <p>Introduction of targeted PP students in 7up surgery</p> <p>Revised approach to revision to enable students to have greater time with subject teachers thereby providing greater focus</p> <p>Change of timing to Progress Review Day from January to February to facilitate more analytical use of data</p> <p>Launch of targeted English & Maths revision using experienced staff</p> <p>HAPP walking talking mocks – Maths, Hums, MFL, Science April/ May 2019</p>	£100,893
B To improve the literacy and numeracy of PP students	Literacy Co-ordinator roles who will subsequently develop a number of strategies across the Academy		<p>Rather than using external providers the Academy has introduced Literacy Intervention Days – highly targeted group of KS3 students</p> <p>Targeted tutor group in year 7, blaster week, resources</p> <p>Year 7 World Maths Day introduced</p> <p>Numeracy Intervention with sub-100 students 60+ students – pre, post and during the Academy</p> <p>Evidence based approaches to Maths</p>	£6,586

ii. Targeted support

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 (Will you continue with this approach)	Cost
<p>A, B, C, D</p> <p>To monitor, track and support all students across the Key Stages with a specific focus on PP students.</p>	<p>In order to effectively support ALL students a new S&G team was appointed with each year group being led by a non-teaching Head and Assistant of Year. A specific responsibility of the team of 10 is to monitor and support disadvantaged students.</p> <p>Each of the teams is led by a senior colleague (SVP/VP) who has responsibility to ensure that all students make the expected level of progress and all achieve the best possible set of results / educational outcomes – again a key focus is CtG with an overview of specific intervention action by the relevant team of subject Key Stage leaders (KS3, 4 & 5)</p>	<p>Key Stage 4 Results – please see additional documentation:</p> <p><i>PP Trends over time</i></p>	<p>Review of the FPM target setting – 2018-19 will now be conducted by DLs/KSLs and verified by CPA</p> <p>Introduce a more formalised mentoring structure</p> <p>Tier 1 mentoring adopted across Support and Guidance Tier 2 mentoring provided by the Safeguarding Co-ordinator Hope trained staff – provide mentoring post Academy</p> <p>Review purpose of Inclusion Centre – with greater focus on PP students – this is now complete</p> <p>Behaviour policy updated</p>	<p>TOTAL: £50,693</p>
<p>A, B, C</p> <p>To focus on closing the gap with PP students in English and Maths</p>	<p>CtG - sessions</p> <p>Learning Centre</p> <p>Staffing of CtG Centre</p>	<p>Please see individual documentation entitled:</p> <p><i>PP Trends over time</i></p>	<p>Targeted PP students within the CtG centre KH / SLG and additional English staff targeted students to close the attainment gap</p>	<p>£31,466</p> <p>£62,088</p>

iii. Other approaches				
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 (Will you continue with this approach)	Cost
A, B, C, D	<p>The Academy has joined the Raising Achievement of Disadvantaged Youngsters (RADY) project, working in conjunction with Challenging Education.</p> <p>This is focused on addressing under-performance of Disadvantaged students from KS2, by increasing aspirational targets and providing targeted support for students from the start of Y7 in order to secure improved GCSE performance.</p> <p>All Key Stage Leaders are focused on the progress of all students specific to their curriculum area and key stage.</p> <p>A key component of the role is to ensure all levels of progress – which in many cases will be 4 or 4+</p>	<p><u>English</u> Yr7 – PP average grade = 1+ (non PP 2-) Yr8 – PP average grade = 2- (non PP 2+) Yr9 – PP average grade = 3- (the same as non PP)</p> <p><u>Maths</u> Yr7 – PP average grade = 1+ (non PP 2-) Yr8 – PP average grade = 2- (non PP 2+) Yr9 – PP average grade = 3- (non PP 3+)</p>	<p>Focus on all year groups – socially as well as academically Form Tutors now Progress Mentors Ensure staff really understand that an extra amount of progress are expected across 5 years – Remains a focus across the Academy/High on agenda High quality teaching at KS3 to develop work ethic Good relations maintained though teachers following certain classes through Staff training for new staff/additional support given through faculty meetings is ongoing Working alongside Virtual School to document the RADY strategies that work for individual students and ensuring PEP targets are linked to progress with suitable interventions identified Progress Meetings with parents when required Focus on Most Able PP - university visit planned Speakers for schools have been contacted Student Voice The term RADY has become part of the vocabulary of the Academy at KS3 This is now established into KS4 with the fourth year of the RADY initiative Better communication with parents re RADY and expectations Continual involvement with Challenging Education to make links and discover further strategies KS4 intervention PP focus (exemption plan) CtG for English, Maths Educational visits subsidised to enhance learning</p>	£20,931

English (4+)		73%	88%		61%	81%		61%	77%			
Maths (5+)					35%	66%		47%	70%			
English (5+)					33%	67%		31%	56%			

7. Additional detail

English & Maths combined PP vs Non PP - (Basics Grade 4 & Grade 5)

