Pupil Premium Strategy



#TransformingLives

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| **Summary information** | | | | | |
| **Academy** | The Hathaway Academy | | | | |
| **SLT Lead** | Kevin Dyke | | | | |
| **Link Governor** | Stephen Sweeting | | | | |
| **Date of most recent PP Review:** | Ofsted Inspection December 5th 2018 | | | | |
| **Date of next PP Review:** | 28th / 29th November 2019 | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget** | £ PP : £269, 175  £ EYFS:£ 0  £ LAC: £7451  £ Forces: £0 | **Total number of pupils on roll:** | **867** |
| **Total PP:** | **297** |
| **Ever 6 PP / FSM PP:** | **91 / 198** |
| **EYFS PP:** | **0** |
| **LAC PP:** | **8** |
| **Refugee:** | **0** |
| **Forces:** | **0** |

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| Contextual/Additional information: |
| The Hathaway Academy has seen its roll increase significantly in the last 3 years with current Year 7, 9, 10 and 11 close to or now at 180. This increase in student numbers has meant an increase in percentage of students eligible for the Pupil Premium – current figure shows 34% of the School as eligible for Pupil Premium which is above national average. The Academies deprivation figure is high compared to national as is the percentage of SEND students and EAL students. Students enter the academy as a cohort with an APS score below national (and in some year groups significantly below national average) meaning a high percentage of individuals begin their secondary education having not met age related expectations / standards in Reading / Writing / Maths. |

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| **Historic Performance Indicators** | | | | | | | | |
|  | **National**  **all**  **2017** | **National**  **all**  **2018** | **Academy**  **2017** | **Academy 2018** | **National**  **PP**  **2017** | **National**  **PP**  **2018** | **Academy PP 2017** | **Academy PP 2018** |
| **Progress 8** | **-0.03** | **-0.02** | **-0.13** | **-0.48** |  |  | **-0.67** | **-0.56** |
| **E – Baccalaureate** | **4.01APS** | **4.04APS** | **3.12 APS** | **2.96APS** |  |  | **2.71APS** | **2.66APS** |
| **Basics Grade 4 (English and Maths at Grade 4+)** | **64%** | **64%** | **54%** | **41%** |  |  | **38%** | **32%** |
| **Basics Grade 5 (English and Maths at Grade 5+)** | **43%** | **43%** | **33%** | **23%** |  |  | **21%** | **21%** |
| **Basics Grade 4 HAPs (Higher Ability Pupils)** | **98%** | **98%** | **95%** | **86%** |  |  | **78%** | **83%** |
| **Basics Grade 4 MAPs (Middle Ability Pupils)** | **65%** | **67%** | **51%** | **34%** |  |  | **37%** | **24%** |
| **Basics Grade 4 LAPs (Lower Ability Pupils)** | **21%** | **22%** | **13%** | **7%** |  |  | **8%** | **16%** |
| **Basics Grade 5 HAPs** | **95%** | **94%** | **78%** | **68%** |  |  | **75%** | **83%** |
| **Basics Grade 5 MAPs** | **41%** | **40%** | **27%** | **14%** |  |  | **7%** | **11%** |
| **Basics Grade 5 LAPs** | **10%** | **11%** | **3%** | **0%** |  |  | ***6%*** | **0%** |
| **Attainment 8** | **46.3** | **46.5** | **39.6** | **35.1** |  |  | **32.5** | **32.1** |
| **Average Grade** | **4.6** | **4.6** | **3.9** | **3.5** |  |  | **3.2** | **3.2** |
| **Attendance** | **95.6%** | **95.1%** | **95.4%** | **95.2** |  |  | **92.4%** | **91.2** |

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| **Current Performance Indicators** | | | | | | |
|  | **National all**  **2019** | **Academy 2019** | **National PP 2019** | **Academy PP**  **2019** | **Variation (In School)** |
| **Progress 8** | **-0.02** | **-0.19** |  | **-0.59** | **-0.4** |
| **E – Baccalaureate** | **4.08APS** | **3.38APS** |  | **2.83APS** | **-0.55** |
| **Basics Grade 4 (English and Maths at Grade 4+)** | **65%** | **50%** |  | **38%** | **-12%** |
| **Basics Grade 5 (English and Maths at Grade 5+)** | **44%** | **30%** |  | **13%** | **-17%** |
| **Basics Grade 4 HAPs (Higher Ability Pupils)** | **97%** | **87%** |  | **75%** | **-12%** |
| **Basics Grade 4 MAPs (Middle Ability Pupils)** | **68%** | **52%** |  | **37%** | **-15%** |
| **Basics Grade 4 LAPs (Lower Ability Pupils)** | **21%** | **0%** |  | **0%** | **N/A** |
| **Basics Grade 5 HAPs** | **95%** | **80%** |  | **75%** | **-5%** |
| **Basics Grade 5 MAPs** | **44%** | **20%** |  | **4%** | **-16%** |
| **Basics Grade 5 LAPs** | **11%** | **0%** |  | **0%** | **N/A** |
| **Attainment 8** | **46.8** | **38.6** |  | **32.9** | **-5.7** |
| **Average Grade** | **4.6** | **3.8** |  | **3.3** | **-0.5** |
| **Attendance** | **95.3%** | **94.3%** |  | **91.1%** | **3.2%** |

**2018-2019 Review**

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| **Number of pupils and pupil premium grant (PPG) received** | |
| Total number of pupils on roll (not including nursery) | 833 |
| Total number of pupils eligible | 260 |
| Amount PPG received per pupil | £931 |
| Total amount of PPG received | £242,165 |
| Total amount of PPG spent | £202,000 |

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| **Review of expenditure** | | | | |
| **Academic Year** | | 2018-19 | | |
| 1. **Quality of teaching for all** | | | | |
| **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**  (and whether you will continue with this approach) | **Cost** |
| A/B | English, Maths, Science Core Subject Small Group intervention through use of HLTA with underperforming targeted students – Year 7-11. | “Moderate Impact” – Attainment and Progress for Year 11’s in English, Maths and Science has improved since 2018. Attainment and Progress of Year 11 PP students in English, Maths and Science has improved since 2018 but not as much as desired. Basics at 4+, Ebacc APS and A8 of Year 11 PP students has improved since 2018. | Further targeting of underperforming students with specific focus on PP students in Year 11 for Small Group Intervention, knowledge and skills gaps to be tackled – Approach To Be Continued. | £30,000 |
| A/B | PIXL Main Membership including Teacher Resources, Staff CPD and Key Stage 4 Support Tools. | “Moderate Impact” – Attainment and Progress for Year 11’s in PIXL Subjects (mainly Ebacc subjects) has improved since 2018 as has Attainment and Progress of Year 11 PP students in particular Geography, Media, Maths, Science. | Resources and Support Tools to be extended to all subjects and not just Ebacc subjects, all staff to become fully equipped and confident with PIXL strategies – Approach To Be Continued. | £21,000 |
| A/B | Ensure teachers deliver highly engaging lessons with suitable pitch and challenge providing quality marking and feedback for next steps closing the gap learning. | “Some Impact” – Whole school observations, book scrutiny’s, teacher coaching programme as well as Ofsted inspection rated teaching and learning as good however “Stretch and Challenge” through questioning and “Marking That Closes The Gap” indented as action points. | Not consistent across the board, departments to act on feedback from Ofsted, observations and book scrutiny’s to be reviewed in November 2019 – Approach To Be Continued. | £3000 |
| A/B | Appointment of Lead Practitioners and Teaching and Learning Coach to support underperforming subjects and staff across the academy. | “High Impact” – Individual teachers and departments that were coached and worked with as part of Teaching and Learning programme showed improved outcomes for students particularly Photography, Media, PE and Geography. | Early identification of subjects / teachers will ensure that coaching programme is more effective and has higher impact, specific focus to shift to PP students within targeted staff groups – Approach To Be Continued. | £25,000 |
| 1. **Targeted Support** | | | | |
|  | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| A/B | Key Stage 3 Literacy and Numeracy Catch Up With Particular Focus On Year 7 – Literacy Tool Box, Spelling Sessions, Numeracy Sessions, Reading and Writing Catch Up. | “Moderate Impact” – Students involved showed progression however PP students did not progress as rapidly as non PP counterparts based on raw data. Reintegration into lessons was successful following programmes. | More robust approach required to secure outcomes, e.g. who is being targeted? Why? How do we know if they have made suitable progress? Reading tests and retests need to be a whole school focus to support literacy across lessons – Approach To Be Continued. | £4000 |
| A/B | Year 11 Match Up Tracking and Intervention - English & Maths Buckets, Ebacc Bucket, Open Bucket. Data Analysis of individual pupils performance and targeted support provided. | “Moderate Impact” – Match up for Basics was closest it has ever been Non PP and PP students achieved higher % in basics than 2018. Progress in Maths, English, Ebacc and Open all improve don 2018 however English, Ebacc and Open still negative. | English Bucket to secure positive progress through targeting PP Boys, Ebacc and Open Bucket to secure positive progress by raising attainment at 5+ within respective subjects. PP 5+ to be a focus for match up. – Approach To Be Continued. | £500 |
| C/D | Employment of Mental Health and Emotional Well Being Mentor to support high profile students and carry out weekly sessions. | “High Impact” – Vulnerable, high profile PP students were able to access learning, attend lessons and achieve full entry to GCSE exams. There was a reduction in stress related issues from Year 11 during exams. LAC students secured some fantastic outcomes both tangible and non-tangible. | Early commencement of Stress Busters and Exam Support, more targeted support for specific academic performance for PP students – Approach To Be Continued. | £20,000 |
| A/B | GCSE POD – English  PIN POINT – Maths,  Online resources for teacher and student to support with revision and personalisation of learning / closing the gaps. | “Some Impact” – Maths Attainment and Progress improved on 2018, English Attainment and Progress improved on 2018. Maths Positive Progress, English still negative progress. Higher % of students using online revision resources but still needs to be higher. | Both GCSE POD and PIN Point rely on access to internet, mobile data, computer which for PP students can be a barrier – consideration of in school support via ICT suite / targeted sessions – Decision For Continuation Pending. | £4000 |
| A/B | Impress The Examiner targeted holiday 2 day intervention sessions – English, Maths, Science High Ability / Middle Ability Disadvantaged students - February / April / May. | “High Impact” – Maths and English High Ability PP students and Non PP students improved outcomes.  “Moderate Impact” – Middle Ability English and Maths PP Students and Non PP students improved outcomes.  “Moderate Impact” – Middle Ability Science PP and Non PP students improved outcomes.  “Little Impact” – High Ability Science PP students and Non PP students outcomes limited. | Attendance during school holidays is a challenge therefore % of students accessing opportunity is less than desired, consideration of similar sessions but during school time to ensure maximum audience especially PP students – Approach To Be Continued. | £12,000 |
| 1. **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**  (and whether you will continue with this approach) | **Cost** |
| A/C/D | Trailblazer and Cultural Education Extra Curricular Trips and Visits Project | “High Impact”, increase in number of students taking part in extracurricular trips and cultural visits all year groups, in addition higher number of students taking Art Base Subjects at Key Stage 4. | Further publicity and parental / student engagement and raising the profile of events, trips and visits, additional trips and residentials to be added to 2019-2020 calendar to cover full curriculum subjects, some trailblazers projects specifically PP students – Approach To Be Continued. | £11,000 |
| A/D | Pastoral Support Team Policies and Procedures To Support All Students With Particular Focus on Disadvantaged pupil | “Some Impact”, improved overall attendance of some PP students 2018/2019 in comparison to previous year and reduced PA of some PP students 2018/2019 in comparison to previous year however not as many as desired and overall attendance and PA of PP students is still an issue. | More rapid intervention and support for PP students who are known as high profile / repeat offenders, further rewards and incentives to support, further parent al engagement required – Approach to be continued. | £32,00 |
| A/B/C/D | Best Ever Yet” Year 11 Raising Attainment Project | “Moderate Impact”, higher levels of motivation and attendance to intervention evidenced by Year 11 students / teachers, higher attainment from HAP students compare to 2018, LAC and some PP students positive progress. | Rebranded for new cohort “Make It Happen” changing of some aspects including rewards and celebration and parental engagement. Specific Raising Attainment Project for Year 11 PP – “Get Them, Get It” – Approach t To Be Continued. | £2000 |
| C/D | Attendance, Progress and Attainment Celebration and Rewards Year 7-11 | “Some Impact”, higher levels of attendance and attitude to learning in lessons evidenced by Year 7-11 students, pride in achievements and reduced behaviour points by some PP students across all year groups. | Further engagement with PP students’ parents to raise profile as important of high attendance and positive attitude to learning. – Approach to Be Continued. | £4000 |
| A/C/D | Provision of curriculum resources for disadvantaged students such as cooking ingredients, music tuition, uniform, stationary etc. | “High Impact” at KS3, “Some Impact” at KS4 students more able to access learning and not held back by physical resources, higher level of engagement in learning and therefore progress. | Subject audit for specific resources that they feel would make an impact for PP students based on context and individual needs especially at KS4. | £33,500 |

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| **Additional detail** |
| Although 2019 results saw an improvement in the following Key Performance Indicators for Disadvantaged Learners = Basics 4+, Attainment 8 and Ebacc APS the Overall Progress 8 score for disadvantaged learners has not improved by the desired amount. The Hathaway Academy will maintain its implementation of strategies that have worked and had impact over the last academic year and will continue to research and provide new and effective strategies to ensure that all learners are able to achieve the best possible outcomes. As a result of this Review:  Pupil Premium Priorities for Hathaway Academy 2019-2020 are:  1. Maintain the closing of the Gap in progress and attainment within English and Maths Buckets to secure higher % of PP students achieving the basics at 4+ and 5+.  2. Targeted Focus on closing of the Gap in progress and attainment within Ebacc and Open Buckets Particular PP Boys.  3. Raising Attainment of Low / Middle Ability Disadvantaged Learners across all subjects  Whole School For Hathaway Academy 2019-2020 are:  1. To embed stretch, challenge and pitch in our teaching and learning so that students achieve the best outcomes.  2. To embed carers education across Key Stage 3 to raise student aspirations.  3. To close the gap for disadvantaged students to national across all key performance indicators through quality first teaching.  4. To continue to raise attainment of High Ability Students across all subjects.  5. To achieve 96% Attendance figures across whole school. |

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| **Barriers to future attainment and progress (for pupils eligible for PP)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Low level of Literacy on entry to school. This reduces the performance and progress in subjects such as English and Humanities. | |
|  | | Low level of Numeracy on entry to school. This reduces the performance and progress in subjects such as Maths and Science. | |
| **C.** | | Low level of student aspiration and lack of cultural experience. This can result in lack of motivation / desire to achieve in subjects. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Attendance rates for pupils eligible for PP are low. This reduces their school hours and causes them to fall behind in their learning. | |
| **Desired Outcomes** | | | | |
|  | **Desired outcomes and how they will be measured** | | **Success criteria** | |
| **A** | Quality first teaching focusing on challenge, pitch, marking and feedback across the curriculum leading to active learning and pupil engagement. Measured by a closing of the gap between disadvantaged and non-disadvantaged students within the academy. | | Pupils eligible for PP will have an improved Progress 8 and Attainment 8 score in 2020 in addition there will be an increase in performance of pupils eligible for PP across all key performance indicators. The key indicator will be in comparison to “National Other”. | |
| **B** | Quality assurance of data, accurate assessment and laser sharp predictions to provide targeted intervention and support so that students make at least expected progress in English and Maths. Measured by the students’ progress 8 score in English Bucket, Maths Bucket and attainment % compared to targets for Basics Results 4+ and 5+. | | Pupils eligible for PP and Non PP achieve close to or above their target grade for English and Maths. The Progress 8 score for the English and Maths Bucket is positive and the in school gap and gap to national is reduced compared to 2019. Attainment % for Basics at 4+ and 5+ are in line with / close to target. | |
| **C** | Students are determined to succeed, have high aspirations for the future and for themselves and have a clear understanding of how to be the best they can be within the community, culture and world they live in. Measured by the % of students going onto further education, employment, training and taking part in extracurricular / outside activities. | | Pupils eligible for PP demonstrate engagement in learning and attendance to intervention and support sessions to make rapid progress. All pupils are able to recall their aspirations and have a clear pathway into future success and careers. An increase number of pupils eligible for PP taking up opportunities for trips and visits, cultural learning and extracurricular activities in comparison to 2019. | |
| **D** | Improved attendance for all students in particular students who are disadvantaged with a reduction in the amount of students who are persistently absent through personalised support and whole school attendance drive / support. Measured by an increase in the attendance of all students and a reduction in the persistent absence figure. | | Pupils eligible for PP demonstrate an increase % attendance to school and a reduction in persistent absence. Whole school attendance figure is in line with national average of 95-96%. In school gap and gap to national for Pupils eligible for PP less than 2019. | |
| A small but growing number of schools are using their funding for disadvantaged pupils to offset budget cuts elsewhere, according to [polling](https://www.suttontrust.com/research-paper/pupil-premium-polling-2016/). The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers’ Voice Omnibus survey, found that one in five didn’t know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest pupils. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. <https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/>  Sutton Trust: Academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to [the pupil premium](http://www.publicfinance.co.uk/news/2015/10/pac-school-funding-variation-limiting-impact-pupil-premium) – in sponsored academies in 39 chains from 2013-2015.The report, *Chain Effects 2016*, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged pupils. <http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>  <http://educationendowmentfoundation.org.uk> provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.  As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the academy, whilst complimenting and enriching the existing curriculum. | | | | |

**2019-2020 Strategy**

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| **Planned expenditure** | | | | | | | | | | | | | |
| **as Academic year** | **2019-2020** | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | |
| 1. **Quality of Education for all** | | | | | | | | | | | | | |
| **Desired outcome (A-*D* above)** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | | | **Staff lead** | | **Review Date** | |
| **A/B** | PIXL Main Membership including Teacher Resources, Staff CPD and Key Stage 4 Support Tools. | | Teacher resources such as PIXL APP (Maths, English, History, Geography) supports student progress in content heavy subjects, PIXL PPE’s allow for blind testing and student skills / knowledge gaps to be identified, PIXL WAVE / RIPPLE allow for a comprehensive results and resource package twice a year for CORE subjects which support with the national picture, Staff CPD and subject leaders courses allow staff to stay up to date with ever changing assessment demands. | | AP as raising standard leader to share and implement relevant PIXL strategies and act on half termly meeting with PIXL associate. AAP with whole school responsibility to implement specific strategies. Co-ordinators and subject leads to maximise resources and evidence in quality assurance / line management meetings. | | | | **KDe**  **Co-ordinators** | | **Half Termly** | |
| **A/B** | English, Maths, Science Core Subject Small Group intervention through use of HLTA with underperforming targeted students – Year 7-11. | | Identification of underperforming students in the core subjects and extraction from lessons in small groups to complete intensive personalised intervention and catch up to boost confidence and close the skills / knowledge gap. | | Co-ordinators to liaise with SENCO and relevant HLTA in order to meet the needs of the specific students within the respective subject area. Intervention groups to vary depending on year group and to always be based onmost up to date data / predictions. | | | | **MAi**  **Co-ordinators** | | **Termly** | |
| **A/B** | Lead Practitioners and Teaching and Learning Coach to support underperforming subjects and staff across the academy – this to include ALT becoming teaching and learning coaches as well to support greater number of staff. | | As a result of subject results 2018/2019 specific teaching and learning programmes for Satisfactory to good and good to outstanding will be implemented in order to raise the quality of teaching and learning of specific individuals. In addition bespoke support programmes for underperforming subjects will be implemented to raise attainment in these areas as well as bespoke CPD for all staff. | | Regular review of individual staff and subjects performance, impact updates at weekly ALT meetings. | | | | **VWr**  **ADe**  **ALT** | | **6 Weekly** | |
| **A/B** | Implement “Know Them, Ask Them, Check Them” and The 3R’s For PP. Ensure teachers deliver highly engaging lessons with suitable pitch and challenge providing quality marking and feedback for next steps closing the gap learning. | | The Sutton Trust and EEF state that any intervention begins with Quality First Teaching. Staff should deliver a range of engaging and inspiring lessons that meet the needs of all students whether SEN, EAL or disadvantaged. All subjects will be asked to provide quality assurance folders and intervention plans which focus on closing the gap for disadvantaged pupils. | | ALT Principal Walks, Co-ordinator Drop Ins, Lesson Observations, Department Reviews, Co-ordinator Work Scrutiny, ALT Work Scrutiny, Student Voice. | | | | **ALT**  **Co-ordinators** | | **Weekly**  **Termly** | |
| **Total budgeted cost** | | | | | | | | | | | **£80,000** | |
| 1. **Targeted support** | | | | | | | | | | | | | |
| **Desired outcome (A-*D* above)** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | | **Review Date** | | | |
| **C/D** | Employment of Mental Health and Emotional Well Being Mentor to support high profile students and carry out weekly sessions. | | Rising mental health issues nationally are having a negative impact in student engagement within school and damaging their progress. Weekly targeted sessions with high profile vulnerable students 1-1 will help to support the pastoral system and provide action based impact and support for targeted students. | | | Academy’s intervention manager along with progress leaders will regularly target student support and mentoring sessions based on weekly meetings and need / impact. | | **JFL**  **JRE**  **EPE**  **SCE** | | **Weekly** | | | |
| **A/B** | Impress The Examiner targeted holiday 2 day intervention sessions – English, Maths, Science High Ability Disadvantaged students in addition to weekly tutoring in school time. | | In both 2018 and 2019 The Academy has used Impress The Examiner which has proven to provide positive outcomes and in many cases improvements in PP student performance. | | | Careful selection of students based on data tracking and performance, liaising with relevant co-ordinators to bespoke sessions to have maximum impact. | | **KDE**  **FRS** | | **Annually** | | | |
| **A/B** | Key Stage 3 Literacy and Numeracy Catch Up With Particular Focus On Year 7 – Literacy Tool Box, Spelling Sessions, Numeracy Sessions, Reading and Writing Catch Up. | | High proportion of students enter the academy in Year 7 with below average literacy and numeracy levels and are below the age related expectations. The Key Stage 3 Literacy and Numeracy Catch up allows for rapid and sustained progress in these areas through a personalised and varied programme that targets the relevant individuals. This will help them access the curriculum with more confidence. | | | Comprehensive and extensive programme designed and implemented by SENCO and team of HLTA’s and LSA’s. Tracking and monitoring of programme through staff feedback and student data. | | **MAI**  **SEND**  **KDE** | | **Half Termly** | | | |
| **A / B** | GCSE POD – English  PIN POINT – Maths,  Online resources for teacher and student to support with revision and personalisation of learning / closing the gaps. | | Both resources have proven track record of raising student attainment within English and Maths. They allow for 100% student accessibility e.g. free to access, support teaching and learning and close the gaps that can be caused by poor attendance / mid-term admissions. | | | Co-ordinators of English and Maths to receive relevant training and then deliver with staff and students. If successful then scope to roll out whole school e.g. multiple subjects | | **SHL**  **GPI** | | **Half Termly** | | | |
| **A/B** | Year 11 Match Up Tracking and Intervention - English & Maths Buckets, Ebacc Bucket, Open Bucket. Data Analysis of individual pupils performance and targeted support provided. | | In 2018/2019 a designated match up tracking and intervention programme for English and Maths Buckets for Year 11 proved to be useful. To further increase attainment and progress this programme is to be implemented across all other buckets so that no students “slip through” the gap. | | | Each of the academy’s AP and VP to take lead over a bucket and work closely with co-ordinators and subject leads using up to date predictions and intervention strategies to support underperforming students. | | **KDE**  **JRE**  **JCN** | | **Half Termly** | | | |
| **Total budgeted cost** | | | | | | | | | | **£41,000** | | | |
| 1. **Other approaches** | | | | | | | | | | | | | |
| **Desired outcome (A-*D* above)** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | | **Staff lead** | | | | | **Review Date** | |
| **A/D** | Pastoral Support Team Policies and Procedures To Support All Students With Particular Focus on Disadvantaged pupils. | A relentless and consistent approach to attendance, punctuality and persistent absence has been evidenced as having a great impact on student attainment and outcomes. The Academy EWO will make daily texts, wake up calls and home visits to improve attendance. The Academy Progress Leaders / Assistant Principals will make daily phone calls for lates, illness and absence in addition to parental meetings for cause for concerns and non-engagement. The Academy Intervention manager will co-ordinate weekly intervention meetings with PLs, SENCO and AP’s to rigorously monitor, target and action students within faculties causing concern and in risk of not achieving the required outcomes for themselves. | | A fully co-ordinated approach from the intervention manager involving the full pastoral team and line managed by the VP. | | | **JRE**  **AP’s**  **PL’s**  **LSN** | | | | | **Weekly** | |
| **A/B/C/D** | “Make It Happen” - Year 11 Raising Attainment Project. | 2019/2020 “Make It Happen” run from September –May using the key principals of mentoring, rewards, motivation and targeted intervention to support Year 11 to ensure every student, every subject, every grade counts and they all achieve their best by “Making It Happen”. | | AP to take lead on “Make It Happen” with launch assembly in September, Mentor Teams November, Raising Attainment Evening November, Targeted Year Specific Intervention Programme September, Mock Results Day January, Progress Evening February, Bi Weekly Motivational Assembly, Half Termly Celebration and Rewards Assembly for Behaviour and Attendance, Staff Room War Board Up Date Every Half Term, Mentor League Table Up Date Half Term. | | | **KDe**  **All Staff** | | | | | **Half Termly** | |
| **C/D** | Trailblazer and Cultural Education Extra Curricular Trips and Visits Project. | Traditionally students enter Key Stage 3 with little to cultural education or experience of the community / country they live in. Very few students have taken part in a day or overnight trip / visit and as a result have limited aspirations and understanding of subjects (particularly open bucket) that can lead to specific career pathways. The trailblazers project provides disadvantaged as well as non-disadvantaged pupils access to opportunities for cultural trips and visits and learning experiences outside if the classroom to help engage them in subjects within the classroom. | | AP to take lead as well at lead member of staff as part of performance management. Ongoing promotion and advertising through assemblies, tutor groups and targeted meetings. Monitoring and tracking of uptake of visits and trips, students responses to questionnaires, students attitudes to learning and uptake of open bucket subjects at options evening. | | | **AGE**  **JRE**  **Co-ordinators** | | | | | **July 2020** | |
| **C/D** | Attendance, Progress and Attainment Celebration and Rewards Year 7-11. | It is important to celebrate and reward the excellent attendance, effort in lessons, achievement in the academy and exemplar behaviour as these all lead to successful student outcomes. By celebrating these in a variety of methods at a whole school level it also serves as a motivational tool for others to aspire to whether disadvantaged or non-disadvantaged. | | AP to take lead on Celebration supported by contribution from all staff so that the following takes place:  - Year 11 Rewards Trips  - Year 7-10 Rewards Trips  - Faculty Termly Awards Ceremonies  - Faculty Half Termly Celebration Assemblies  Whole School Termly Awards Ceremonies | | | **AKI** | | | | | **Termly** | |
|  | Provision of curriculum resources for disadvantaged students such as cooking ingredients, music tuition, uniform, stationary, trips, events etc. | Provision of curriculum resources will eliminate the fear / negative approach to some resource heavy subjects, boosting self-esteem and confidence and ensuring the barriers to engagement and accessing the learning are removed, leading to increased attainment and progress. | | Subject leads and Co-ordinators to plan their curriculum accordingly identifying potential resource barriers for disadvantaged pupils with schemes of learning and being proactive in their approach. Use of PP impact bids if necessary, liaise with PL’s about pupils on an individual basis. | | | **FRS**  **KDE**  **Co-ordinators** | | | | | **Termly** | |
| **Total budgeted** | | | | | | | | | | | | £83,000  £204,000 | |
| **Additional Information:** | | | | | | | | | | | | | |