

Pupil Premium Strategy Statement 2016/17

1. Summary information					
School	King Alfred's Academy				
Academic Year	2016 - 2017	Total PP budget	£250,555	Date of most recent PP Review	Oct' 2015
Total number of pupils	1539 (7-11)	Number of pupils eligible for PP	277	Date for next internal review of this strategy	Jan' 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	44%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	81.8%/54.5%	75.8% / 73.4%
Progress 8 score average	-0.42 (Lower than national average)	0.12
Attainment 8 score average	41 (Higher than national average)	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Individual learning needs of Pupil Premium eligible students: Progress data shows that not all Pupil Premium eligible students make sufficient progress compared with national data and needs must be met within classroom.
B.	Pupil Premium Accountability: Improving progress made by Pupil Premium eligible students must be a whole Academy responsibility from year six transition to post sixteen transition. Every member of staff must take ownership and be accountable for the progress of Pupil Premium eligible students both inside and outside the classroom.
C.	Behaviour & Fixed Term Exclusion: There remains a disproportionate number of Pupil Premium eligible students receiving fixed term exclusions. There are small pockets of students (Y8 & Y9), whose negative behaviour is having an adverse effect on the academic progress of themselves and their peers, this trend is seeing rapid improvement.

External barriers		
D.	Pupil Premium eligible student attendance: Overall attendance for the Academy's Pupil Premium eligible cohort remains lower than that of their non-eligible peers. This means that Pupil Premium eligible students are spending less time in the classroom than their non-eligible peers.	
E.	Parental Engagement: Pupil Premium eligible families' attendance to Academy events remains lower than that of non-eligible families.	
4. Desired outcomes		Success criteria
A.	Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.	Improvement in progress through tracking, monitoring and intervention. Y11 Pupil Premium eligible cohort outcomes to be greater than national progress data during 2016/17 academic year.
B.	Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.	Improvement in progress through tracking, monitoring and intervention. Y11 Pupil Premium eligible cohort outcomes to be greater than national progress data during 2016/17 academic year.
C.	A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students. A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions. To ensure that all students (Pupil Premium eligible and non-Pupil Premium eligible) have and maintain the same high behavioural expectations.	Pupil Premium eligible students receive proportionately no more fixed term exclusions than non-eligible students.
D.	An increase in the overall collective attendance of the Pupil Premium eligible cohort. A reduction in the attendance percentage gap between Pupil Premium eligible students and their non-Pupil Premium eligible peers.	End of year Pupil Premium eligible cohort attendance to be above 93%. Attendance percentage gap between Pupil Premium eligible cohort and their non-eligible peers to close below 3%.
E.	An increase in Pupil Premium eligible families in attendance at Academy events including parents' evenings, information evenings, open evenings and pathways meetings.	60% of Pupil Premium eligible families attending all year group parents' evenings.

Planned Expenditure					
Academic year		2016/17			
Strategy: All chosen actions and approaches have been informed by the following: <ul style="list-style-type: none"> - Sutton Trust Educational Endowment Foundation teaching and learning toolkit. - Department for Education – Supporting the attainment of disadvantaged pupils: Articulating success and good practice. - Ofsted – The Pupil Premium: An Update. 					
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?
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Pupil Premium focused CPD for all NQT & 2nd year Academy teachers.</p> <p>Every NQT & 2nd year teacher to be paired with an experienced teacher with outstanding classroom practice and prior success in raising the attainment of Pupil Premium eligible students.</p>	<p>To create a culture of support and sharing of best practice to ensure all students benefit from an increase in the quality of teaching and learning in the classroom.</p> <p>The Teacher Development Trust Research Review places great emphasis on the positive impact of peer support and the sharing of pedagogical knowledge based CPD activities.</p>	<p>Plans to include teachers:</p> <ul style="list-style-type: none"> - Being released from timetabled lessons to undertake lesson observations - Allowing paired mentor to demonstrate best classroom practice. - Shared planning sessions. - Mentor to offer constructive feedback on observed lessons. - Time/lessons to be covered by additional cover supervisors. 	<p>Assistant Headteacher with responsibility for CPD</p>	<p>Jan' 2017 – Assistant Headteacher for CPD & Head of Pupil Premium (initial review to ensure progress).</p> <p>June 2017 - Assistant Headteacher for CPD & Head of Pupil Premium.</p>
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p>	<p>Pupil Premium funding to contribute towards key Pupil Premium strategic positions within the Academy.</p>	<p>DFE 'Supporting the Attainment of Disadvantaged Pupils' paper states that schools having the most success with implementing Pupil Premium practice 'have clear responsive leadership'.</p>	<p>This will continue to place the needs of Pupil Premium students at the forefront of strategic planning and day to day practice.</p>	<p>Assistant Headteacher for Engagement & Ethos</p>	<p>Jan' 2017- Assistant Headteacher for Engagement & Ethos and Head of Pupil Premium & Alternative Provision will carry out a</p>

<p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p> <p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>E. An increase in Pupil Premium eligible families in attendance at Academy events.</p>	<p>academically and pastorally.</p> <p>2 x Full-time Pupil Premium Learning Mentors. 1 x Part-time Pupil Premium Learning Mentor.</p>	<p>has shown that by having a cohesive and professional support team the benefits to all stakeholders (students/families/teaching staff) can be substantial.</p> <p>Endeavour to replicate the highly successful 2015/16 Centre site support team (PP team/Link team/SEN team) across all three sites to ensure consistency in approach, expectations and practice across the Academy.</p>	<p>Closer monitoring and collation of data to demonstrate positive impact of Pupil Premium Learning Mentors on student attendance, behaviour, engagement and attainment.</p> <p>Regular supervision meetings with Head of Pupil Premium & Alternative Provision alongside robust support staff appraisal cycle.</p>		<p>June 2017 - Full end of year review of Pupil Premium practice and progress.</p>
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p> <p>To ensure that all students (Pupil Premium eligible and non-Pupil Premium eligible) have and maintain the same high behavioural expectations.</p>	<p>Head of Pupil Premium & Alternative Provision to continue to manage the Link behaviour support provision.</p> <p>Head of Pupil Premium to manage WAVE 3 (non-mainstream) student curriculums.</p> <p>Head of Pupil Premium & Alternative Provision to lead on the mainstream provision</p>	<p>Focused targeted behaviour and curriculum support for appropriate students to ensure outstanding academic and social outcomes and to ensure negative behaviour does not impact on the teaching and learning of other students (Pupil Premium & non-Pupil Premium) within the Academy.</p> <p>EEF toolkit suggests that 'targeted behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours'.</p>	<p>Continual monitoring of data to ensure behavioural incidents are reducing across the Academy. Data to be used to inform targeted behavioural support via the Link team.</p> <p>Termly monitoring and recording of data to ensure that Pupil Premium eligible students are not receiving a disproportionate number of fixed term exclusions.</p>	<p>Assistant Head teacher for Engagement & Ethos</p> <p>Head of Pupil Premium & Alternative Provision</p>	<p>Weekly monitoring of behaviour data within the Academy.</p> <p>Jan' 2017 - Assistant Headteacher for Engagement & Ethos and Head of Pupil Premium & Alternative Provision will carry out a full review of term 1 & term 2 Pupil Premium progress.</p>

	of students most at risk of fixed term and permanent exclusions.				
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p> <p>To ensure that all students (Pupil Premium eligible and non-Pupil Premium eligible) have and maintain the same high behavioural expectations.</p>	<p>Skillforce</p> <p>Half day per week alternative curriculum provision for a targeted group of Y8 students. Work focusing on improving confidence and self-esteem, making positive choices, reducing risky behaviour etc.</p>	<p>To put in place an early intervention behaviour support package. Similar programme trialled in 2015/16 with Y10/11 students.</p> <p>By deploying this with younger students, the aim is to reduce challenging behaviour from escalating in future years.</p>	<p>Weekly report from Skillforce instructor.</p> <p>Termly meeting and review with Skillforce co-ordinator.</p> <p>Robust weekly monitoring of data concerning duty calls and fixed term exclusions.</p>	<p>Head of Pupil Premium & Alternative Provision</p>	<p>Weekly monitoring of behaviour data.</p> <p>Jan' 2017 - Assistant Headteacher for Engagement & Ethos and Head of Pupil Premium & Alternative Provision will carry out a full review of term 1 & term 2 Pupil Premium progress.</p> <p>June 2017 - Full end of year review of Pupil Premium practice and progress.</p>
<p>A. Ensure that Pupil Premium eligible students are making expected academic progress irrelevant of additional identified learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Strategic review of faculty Learning Mentors.</p> <p>Additional small group interventions during tutor time/Lunch time/Elective time for Pupil Premium eligible/SEN students led by faculty Learning Mentors.</p>	<p>In addition to term 6 SEN review – A term 1 review of all faculty Learning Mentor timetables and structured re-deployment to facilitate WAVE 2 group interventions for students who have additional special educational needs and are Pupil Premium eligible.</p> <p>EEF 'Making Best Use of TAs' paper states that 'support staff should deliver high quality 1-1 or small group support using structured intervention'.</p>	<p>Robust review of faculty learning mentor practice with all stakeholders (Learning Mentors/Heads of faculty/Assistant Head for Inclusion/Inclusion managers).</p>	<p>Assistant Head for Inclusion</p> <p>Head of Pupil Premium & Alternative Provision</p>	<p>Jan' 2017 - Assistant Headteacher for Engagement & Ethos and Head of Pupil Premium & Alternative Provision will carry out a full review of term 1 & term 2 Pupil Premium progress.</p>
Total Budgeted Cost					£140,500

Academic Year: 2016/17

Quality Teaching & Learning:

All chosen actions and approaches have been informed by the following:

- Sutton Trust Educational Endowment Foundation teaching and learning toolkit.
- Department for Education – Supporting the attainment of disadvantaged pupils: Articulating success and good practice.
- Ofsted – The Pupil Premium: An Update.

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?
<p>A. Ensure that all Pupil Premium eligible students are making at least expected academic progress irrelevant of identified additional learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Y11 tutor time Maths intervention groups.</p> <p>Ensure Y11 Pupil Premium eligible students make at least required progress in maths.</p> <p>Ensure that structured targeted maths revision is taking place in addition to classroom learning.</p>	<p>Three small tutor time maths groups facilitated by a maths tutor. Each group to have one sessions per week from beginning of term 1. Targeted intervention topics to be identified through continual (DTT) fortnightly assessments carried out by the maths faculty.</p> <p>DFE – ‘Supporting the Attainment of Disadvantaged Pupils’ paper states that schools should ‘make decisions based on data and respond to evidence, using frequent assessment and decision points’.</p> <p>EEF toolkit states that ‘small group tuition is effective. Studies suggest that greater feedback, more sustained engagement and work more closely matching needs explains the impact.</p>	<p>Continued fortnightly DTT assessments carried out by maths faculty will monitor overall student progress and impact of targeted group intervention.</p>	<p>Head of Pupil Premium & Alternative Provision</p> <p>Head of Y11 Maths</p>	<p>Continual review based upon DTT assessment data.</p> <p>Jan’ 2017 - Assistant Headteacher for Engagement & Ethos & Head of Pupil Premium & Alternative Provision will carry out a full review of term 1 & term 2 Pupil Premium progress.</p>

<p>A. Ensure that Pupil Premium eligible students are making expected academic progress irrelevant of additional identified learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Y11 English 1-1/small group intervention.</p> <p>Focused 1-1 and paired teacher-led intervention for Pupil Premium eligible students at risk of not achieving expected levels of progress.</p>	<p>DFE – ‘Supporting the Attainment of Disadvantaged Pupils’ paper states that schools should ‘make decisions based on data and respond to evidence, using frequent assessment and decision points’.</p> <p>EEF toolkit states that ‘small group tuition is effective. Studies suggest that greater feedback, more sustained engagement and work more closely matching needs explains the impact.</p>	<p>DTT analysis will identify learning gaps which will directly inform the topics of intervention within the English Language curriculum.</p>	<p>Head of Pupil Premium & Alternative Provision</p> <p>Head of Y11 English</p>	<p>June 2017 - Full end of year review of Pupil Premium practice and progress.</p>
<p>A. Ensure that Pupil Premium eligible students are making expected academic progress irrelevant of additional identified learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>Y11 Easter and half-term revision programme.</p> <p>Core curriculum revision sessions led by senior faculty staff who display excellent Pupil Premium led classroom practice.</p>	<p>Using staff with existing relationships with Pupil Premium eligible students is key to effective and successfully attended holiday programmes.</p> <p>DFE – ‘Supporting the Attainment of Disadvantaged Pupils’ paper states that schools should ‘deploy the best staff to support disadvantaged pupils’.</p>	<p>Collaborative planning between Head of Y11, Head of Pupil Premium and Head of Facilities based upon 2015/16 successful holiday programme. Ensure plan is finalised early to allow Pupil Premium team enough time to contact students/parents and make additional arrangements to ensure high participation.</p>	<p>Head of Centre site (Y11)/Head of Faculties</p>	<p>June 2017 - Full end of year review of Pupil Premium practice and progress.</p>
<p>A. Ensure that Pupil Premium eligible students are making expected academic progress irrelevant of additional identified learning needs.</p> <p>B. Equal accountability across all year groups in relation to the raising of attainment and progress</p>	<p>Y11 Saturday pre-exam English revision sessions.</p> <p>Ensure high quality pre-exam revision is taking place led by senior English faculty staff.</p>	<p>Four separate 3 hour (9:00 – 12:00) Saturday sessions prior to the first English GCSE exam. Each session to be focused upon a particular area of the English language exam.</p> <p>The success of this targeted intervention is based upon the already existing positive</p>	<p>Collaborative planning between Head of Y11 English, Head of Pupil Premium. Ensure plan is finalised early to allow Pupil Premium team enough time to contact students/parents and make additional arrangements.</p> <p>Close collaboration between the English faculty and the Pupil</p>	<p>Head of Y11 English</p> <p>Head of Pupil Premium & Alternative Provision</p>	<p>June 2017 - Full end of year review of Pupil Premium practice and progress.</p>

made by Pupil Premium eligible students.		relationships between the English faculty and their Pupil Premium eligible students. EEF toolkit states that 'evidence suggests that disadvantaged pupils benefit disproportionately from extending school time'.	Premium team has enabled Saturday sessions to become embedded in Y11 planning. Students now appreciate that teachers are going <i>above and beyond</i> to support them.		
A. Ensure that Pupil Premium eligible students are making expected academic progress irrelevant of additional identified learning needs. B. Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.	Supplied catering ingredients to all students eligible for free school meals. To ensure that all students eligible for free school meals are always able to participate in practical Catering & Hospitality lessons.	In recognition that a high proportion of Pupil Premium eligible students choose to take Hospitality and Catering as a GCSE option. In previous years too many disadvantaged students were unable to provide ingredients to take a full part in practical lessons.	Continual feedback from Hospitality support team.	Head of Hospitality Head of Pupil Premium & Alternative Provision	June 2017 - Full end of year review of Pupil Premium practice and progress.
Total Budgeted Cost					£20,000
Academic Year: 2016/17					
Data: All chosen actions and approaches have been informed by the following: <ul style="list-style-type: none"> - Sutton Trust Educational Endowment Foundation teaching and learning toolkit. - Department for Education – Supporting the attainment of disadvantaged pupils: Articulating success and good practice. - Ofsted – The Pupil Premium: An Update. 					
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?

<p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>A reduction in the attendance percentage gap between Pupil Premium eligible students and their non-Pupil Premium eligible peers.</p>	<p>Subsidised educational and residential trips.</p> <p>To ensure that Pupil Premium eligible students can have the same Academy opportunities and experiences as their non-eligible peers.</p>	<p>The Pupil Premium trip funding policy plays a key part in ensuring that every student has the same positive Academy experience. The whole ethos of the Academy would be undermined if it returned to the low Pupil Premium participation on trips seen in previous years.</p>	<p>Pupil Premium Learning Mentors will actively encourage and support students and families to access allocated trip funding.</p> <p>Close monitoring of students who access trip funding and the longer term impact on attendance, behaviour and attainment will be recorded.</p>	<p>Head of Pupil Premium & Alternative Provision</p>	<p>June 2017 - Full end of year review of Pupil Premium practice and progress.</p>
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>A reduction in the attendance percentage gap between Pupil Premium eligible students and their non-Pupil Premium eligible peers.</p>	<p>Duke of Edinburgh Award.</p> <p>To encourage Pupil Premium eligible students to participate in the Duke of Edinburgh Award. To increase leadership opportunities, self-esteem and confidence.</p>	<p>Targeted Pupil Premium eligible Y10 & Y11 DofE tutor group that meet one morning per week. Pupil Premium funding allocated to ensure all participating students have the correct equipment and the same opportunities as their non-eligible peers.</p>	<p>Pupil Premium Learning Mentors to support teacher led DofE tutor groups.</p> <p>Closely monitor the impact on participating students in relation to their own attainment/attendance/behaviour.</p>	<p>DofE co-ordinator</p>	<p>June 2017 - Full end of year review of Pupil Premium practice and progress.</p>
<p>E. An increase in Pupil Premium eligible families in attendance at Academy events including parents' evenings, information evenings, open evenings and pathways meetings.</p>	<p>Aspiration evenings and initiatives.</p> <p>To enable students to make the link and understand the importance of current</p>	<p>There needs to be an increase in Pupil Premium focused aspirational events/interventions for highly able/achieving Pupil Premium eligible students.</p>	<p>Robust planning of collaborative events between Head of Pupil Premium & Alternative Provision, Academy careers officer and Academy highly able co-ordinator.</p>	<p>Academy Careers officer</p> <p>Academy highly able co-ordinator</p>	<p>June 2017 - Full end of year review of Pupil Premium practice and progress.</p>

	learning and the impact it can have on future aspirations.				
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p> <p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>A reduction in the attendance percentage gap between Pupil Premium eligible students and their non-Pupil Premium eligible peers.</p> <p>E. An increase in Pupil Premium eligible families in attendance at Academy events including parents' evenings, information evenings, open evenings and pathways meetings.</p>	<p>Pupil Premium Y6 transition summer school project.</p> <p>To enhance the transition of all Y6 Pupil Premium eligible students. To reduce any anxiety or concerns that students may have prior to joining the Academy.</p>	<p>The summer transition programme has become a key part of Y6 into Y7 transition process. Government funding per participating child, in addition to the Academy's allocated Pupil Premium funding has now ceased.</p> <p>Most recent transition programme placed greater emphasis on enhancing the literacy and numeracy content as well as maintaining the focus of vulnerable student engagement.</p> <p>EEF toolkit states that summer schools will have a greater impact when they incorporate 'intensive, well-resourced small group tuition'.</p>	<p>Robust early planning of event. Pupil Premium Learning Mentors to make contact with and encourage Y6 Pupil Premium eligible families to accept a place on the project.</p> <p>Utilise the prior relationships between primary schools and families to facilitate information and invitations.</p>	Head of Pupil Premium & Alternative Provision	Sep' 2017 – As part of Y6 transition review.
<p>C. A reduction in the number of negative behavioural incidents accumulated by Pupil Premium eligible students.</p> <p>A reduction in the percentage of Pupil Premium eligible students receiving fixed term exclusions.</p>	<p>Uniform/ Equipment/ Transport</p> <p>To ensure that all practical barriers to learning are removed and that every Pupil Premium eligible</p>	<p>Financial help towards these physical barriers will ensure that Pupil Premium eligible students are in the classroom learning and never isolated for having the wrong uniform or lack of equipment.</p>	<p>Previously a number of staff members could authorise uniform/equipment/transport spend. Head of Pupil Premium & Alternative Provision must sign off all requests to ensure robust accountability.</p>	Head of Pupil Premium & Alternative Provision	

<p>D. An increase in the overall collective attendance of the Pupil Premium eligible cohort.</p> <p>A reduction in the attendance percentage gap between Pupil Premium eligible students and their non-Pupil Premium eligible peers.</p> <p>E. An increase in Pupil Premium eligible families in attendance at Academy events including parents' evenings, information evenings, open evenings and pathways meetings.</p>	<p>student is in the classroom learning.</p>	<p>Financial support with additional transport costs will help ensure that Pupil Premium eligible students can access extended curriculum activities such as English pre-exam Saturday revision sessions and Easter revision programmes.</p>	<p>Closer monitoring of attendance data, behaviour data, event participation in relation to eligible students who have accessed this financial support.</p>		
Total Budgeted Cost					£50,000

Review of Expenditure				
Previous Academic Year		2015/16		
i. Strategy/Data				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Collective Academy wide ownership of Pupil Premium practice & Progress.	Pupil Premium funding to contribute towards key Pupil Premium strategic positions within the Academy.			
Senior Leadership Team member to co-ordinate and lead on Pupil Premium practice across the Academy.	Assistant Headteacher for Engagement and Ethos	<p>High – Y11 Pupil Premium attainment gap at 5 A* - C (Inc. Eng & Maths) closed to below 30% for the first time (2016 gap – 25%, 2015 gap – 37%, 2014 gap – 34%).</p> <p>44% of Y11 Pupil Premium cohort achieved 5 A* - C (Inc. Eng & Maths) (compared to 30% in 2015).</p>	<p>Essential to have Pupil Premium representation and strong leadership within the senior leadership team. Pupil Premium practice needs to remain at the forefront of the Academy strategic planning.</p> <p>Funding/Action to continue in 2016/17.</p>	£12,700
Member of staff to be responsible for the day to day management of all Pupil Premium related practice. This will include liaising with all stakeholders, leading Pupil Premium specific interventions and managing the	Head of Pupil Premium & Alternative Provision	<p>High – (See above)</p> <p>19 Y11 Pupil Premium eligible students achieved 5 A* - C (Inc. Eng & Maths) in 2015/16, compared to 15 students in 2014/15 and 14 students in 2013/14.</p> <p>Planned and implemented successful Pupil Premium focused interventions (See targeted support below), based on external research (EEF toolkit) and academy data analysis.</p> <p>Planned and delivered successful college events (Aspirations evening, see below) and student</p>	<p>Essential for there to be a lead member of staff to oversee the day to day management of Pupil Premium related practice. Head of Pupil Premium & Alternative Provision to continue to raise the profile of Pupil Premium with all stakeholders and to have an overview of the academic and social progress being made by this increasing Academy cohort.</p> <p>Head of Pupil Premium & Alternative Provision to continue to manage the Link support provision. Focused targeted behaviour and curriculum support for appropriate students to ensure outstanding academic and social outcomes and</p>	£25,000

designated Pupil Premium team.		<p>transition projects (PP summer school, see below).</p> <p>Successful strategic overhaul and management of the 'Link' behaviour provision/team.</p>	<p>to ensure negative behaviour does not impact on the teaching and learning of other students within the Academy.</p> <p>Funding/Action to continue in 2016/17.</p>	
Robust and effective pastoral support for all Pupil Premium eligible students.	Year group Student managers	<p>High – Between 50 and 65 Pupil Premium eligible students in each year group within the Academy. Student managers are a non-teaching pastoral lead and first response to initial barriers to learning such as non-attendance, timekeeping, correct uniform & equipment. Removal of these barriers have contributed to Pupil Premium eligible students receiving fewer classroom duty calls in 2015/16.</p>	<p>Currently, a disproportionate amount of student mangers time is used to support students with complex pastoral needs. In the majority of these cases, the student will be Pupil Premium eligible.</p> <p>Continued reduction of local authority agencies, such as the Oxfordshire hubs, Youth engagement teams, County attendance and engagement teams make the need for effective <i>in house</i> pastoral support essential.</p> <p>Funding/Action to continue in 2016/17.</p>	£13,765
Robust monitoring and analysis of all Pupil Premium attendance. To enable early intervention with individual students and raise overall Pupil Premium cohort attendance.	Attendance Officer	<p>High – Long term positive impact on Pupil Premium eligible cohort attendance: 2012/13 – 89.9% (Gap with non-eligible cohort – 4.5%) 2013/14 – 92.2% (Gap with non-eligible cohort – 3.75%) 2014/15 – 94.4% (Gap with non-eligible cohort – 1.3%) 2015/16 – 91.7% (Gap with non-eligible cohort – 4.1%)</p>	<p>Essential to continue to monitor and highlight concerns within the Pupil Premium cohort attendance. After three years of continued success and raising attendance through closer monitoring, sharing information with staff, early intervention to tackle persistent non-attendees, this year there has been a step back.</p> <p>Attendance (in particular that of Pupil Premium eligible students) needs to once again become a whole school issue.</p> <p>Funding/Action to continue in 2016/17.</p>	£7,390
Responsible for engaging with vulnerable, often Pupil Premium eligible, families. To	Home school link worker	<p>Medium – Long term targeted work with vulnerable families. Families identified through Academy pastoral team (Students managers/Attendance officer/Head of Pupil Premium & Alternative Provision) which have</p>	<p>Potential to increase the impact of the Home school link worker through focusing on earlier intervention work and larger sibling groups.</p>	£7,390

have a positive impact on cohort attendance and engagement.		concerns surrounding low attendance, family engagement and resilience.	<p>Closer monitoring and collation of data to demonstrate positive impact of Home school link worker on student attendance, behaviour, engagement and attainment.</p> <p>Funding/Action to continue in 2016/17.</p>	
Designated team of staff to work with and support Pupil Premium eligible students both academically and pastorally.	<p>Designated Pupil Premium learning mentors</p> <p>(3 x full time, 1 x part time)</p>	<p>High – Evidence of positive impact on both academic (see Y11 headline data above) and social progress and increases in student and family engagement across all year groups.</p> <p><i>“PA’s constant nagging in school has meant that I have completed more work than I ever have done before in both English and maths, but especially in art”</i></p> <p><i>“I found PA’s support really helpful this year. When I am feeling ill she lets me work with her instead of going home. She has helped me organise my revision and I can go to her if I need help with anything”</i></p> <p>Targeted work on improving student engagement through encouraging students and families to use funding support to access residential trips/DofE/Summer transition projects: 2015/16 – 61 Pupil Premium eligible students took part on a residential trip (2014/15 – 40 students) 2015/16 – 9 Pupil Premium eligible students working towards DofE awards (2014/15 – 2 students, 2013/14 – 0 students) 2015/16 – 42 (all spaces filled) Pupil Premium eligible students attended the Pupil Premium summer school project (2014/15 – 46 students, 2013/14 – 28 students, 2012/13 – 17 students).</p>	<p>Continued increase in Academy Pupil Premium cohort makes having a designated support team essential. 2015/16 Y11 evidence especially, (academic/behavioural/attendance) has shown that by having a cohesive and professional support team the benefits to all stakeholders (students/families/teaching staff) can be substantial.</p> <p>Endeavour to replicate the highly successful 2015/16 Centre site support team (PP team/Link team/SEN team) across all three sites to ensure consistency in approach, expectations and practice across the Academy.</p> <p>Closer monitoring and collation of data to demonstrate positive impact of Pupil Premium Learning Mentors on student attendance, behaviour, engagement and attainment.</p> <p>Funding/Action to continue in 2016/17.</p>	£67, 500
To ensure there is a clear strategic plan	2015/16 Pupil Premium	High – External Pupil Premium review led to immediate actions:	N/A	N/A

<p>to raise the quality of teaching and learning for every student within the Academy.</p>	<p>development plan reviewed and revised. 2015/16 Pupil Premium funding and expenditure plan reviewed and revised.</p>	<p>Review of 2015/16 Pupil Premium development plan streamlined and revised to focus on key review recommendations.</p> <p>Review of 2015/16 Pupil Premium funding & expenditure plan. Additional training and staff development initiatives added to reflect external review recommendations.</p>		
<p>To continue to support the launch and development of the Academy WAVE 1 Core offer And WAVE 2 targeted intervention referral process.</p>	<p>Achievement for All 3A's</p>	<p>High – Achievement for All have been supporting the Academy for the previous eighteen months as an action from a previous OFSTED visit. The coaching and support provided has been beneficial, however the biggest long term impact has been the guidance and support offered to enable the development and launch of the Academy Wave 1 Core offer – <i>What is it that we offer every student in our classrooms/academy?</i></p>	<p>The designated AFA coach is no longer available and the Academy is currently being allocated a replacement coach. Embedding the WAVE 1 Core offer within the Academy is now an ongoing process. The Academy contract with AFA ends in Jan' 2017.</p> <p>Funding/Action to cease in Jan' 2017.</p>	<p>£7,000</p>
<p>Every NQT & 2nd year teacher to be paired with an experienced teacher with outstanding classroom practice and prior success in raising the attainment of Pupil Premium eligible students.</p>	<p>Pupil Premium focused CPD for all NQT & 2nd year Academy teachers.</p>	<p>Medium – Long term aim is to have a continual culture of support and sharing of best practice to ensure all students, but especially Pupil Premium eligible students, benefit from an increase in the quality of teaching and learning in the classroom.</p> <p>Initial plans included teachers:</p> <ul style="list-style-type: none"> - Being released from timetabled lessons to undertake lesson observations - Allowing their paired mentor to demonstrate best classroom practice. - Having shared planning sessions and then deliver lessons with their mentor present to enable constructive feedback and professional development. 	<p>Long term impact is not available to evaluate. This was launched in term 4 and, although those who took part commented on how supportive and useful it was, a more formalised structure is needed to ensure the maximum impact is gained.</p> <p>Closer working with Academy cover manager to ensure paired teachers can be timetabled to support each other for a designated amount of lessons each term.</p> <p>To be re-launched in term 2 2016/17.</p> <p>Funding/Action to continue in 2016/17.</p>	<p>£16,000</p>

All staff to be fully accountable for and to be using intuitive data system for every student that they teach.	SISRA Analytics Data system	Medium – SISRA data system launched and training provided to senior staff in term 4. All Academy staff to be accessing and using SISRA to inform their individual classroom practice from Sep' 2016.	Evidence of long term impact is not currently available, however there are obvious immediate benefits to staff currently using it such as, easy accessibility, comparison with previous relevant data, comparison and filtering of specific Academy student cohorts and reference to national comparative data.	N/A
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ii. Quality Teaching & Learning

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>Ensure Y11 Pupil Premium eligible students made at least required progress in maths.</p> <p>Ensure that structured targeted maths revision was taking place.</p>	Y11 tutor time Maths intervention groups.	<p>High – Three small tutor time maths groups facilitated by a maths tutor. Each group to have two sessions per week from beginning of term 3. Targeted intervention topics to be identified through continual (DTT) fortnightly assessments carried out by the maths faculty.</p> <p>75% of targeted students achieved GCSE C grade or above in Maths.</p> <p>55.5% of Pupil Premium eligible student made expected progress in maths in 2015/16, compared to 42% in 2014/15.</p>	<p>Small group tuition is an effective way to deliver carefully targeted interventions. The key to this success is the collaboration between the maths faculty and the Pupil Premium team to ensure the correct students are in the correct groups, that the correct topics/gaps in learning are being identified and delivered and that the students are attending and making best use of this extended curriculum time.</p> <p>Y11 maths tutor time tuition will begin in Sep' 2016.</p> <p>Funding/Action to continue in 2016/17.</p>	£2,500
Ensure high quality pre-exam revision is taking place led by senior English faculty staff.	Y11 Saturday pre-exam English revision sessions.	<p>High – Four separate 3 hour (9:00 – 12:00) Saturday sessions prior to the first English GCSE exam. Each session focused on a particular area of the English language exam.</p> <p>High student participation and attendance with approx. twenty Pupil Premium students attending the sessions.</p>	<p>The success of this targeted intervention is based upon the already existing positive relationships between the English faculty and their Pupil Premium eligible students.</p> <p>Close collaboration between the English faculty and the Pupil Premium team has enabled Saturday sessions to become embedded in Y11 planning. Students now appreciate that teachers are going <i>above and beyond</i> to support them.</p> <p>Funding/Action to continue in 2016/17.</p>	£1,500

		79.5% of Pupil Premium eligible students made expected progress in 2015/16 in English, compared to 71% in 2014/15.		
Core curriculum revision sessions led by senior faculty staff who display excellent Pupil Premium led classroom practice.	Y11 Easter and half-term revision programme.	High - Y11 Pupil Premium attainment gap at 5 A* - C (Inc. Eng & Maths) closed to below 30% for the first time (2016 gap – 25%, 2015 gap – 37%, 2014 gap – 34%). 44% of Y11 Pupil Premium cohort achieved 5 A* - C (Inc. Eng & Maths) (compared to 30% in 2015).	Previously, an outside company specialising in delivering to Pupil Premium eligible students had run revision programmes. This approach was not successful. It was difficult to encourage student attendance and ultimately results did not improve. Using staff with existing relationships with the students was key to the successful holiday programme. Funding/Action to continue in 2016/17.	£5,800
AQA English award for Y9 & Y10 targeted English groups.	'Step up to English'	High – AQA stand-alone English entry level qualification awarded to English intervention students in both Y9 and Y10. Award to be used as a stepping stone towards GCSE English exam.	'Step Up to English' groups to be continued in Y9, Y10 and Y11 in 2016/17. To continue without any additional funding in 2016/17.	£300
To ensure that all students eligible for free school meals are always able to participate in practical Catering & Hospitality lessons.	Supplied catering ingredients to all students eligible for free school meals.	High – In recognition that a high proportion of Pupil Premium eligible students choose to take Hospitality and Catering as a GCSE option. In previous years too many disadvantaged students were unable to provide ingredients to take a full part in practical lessons. 68.2% of Pupil Premium students made expected progress in 2015/16.	Supplied ingredients has significantly improved the participation of Pupil Premium students in practical Hospitality and Catering lessons. It has added significant work to the catering support team to ensure all ingredients are ordered and ready for each lesson. This balance need to be addressed. Funding/Action to continue in 2016/17.	£2000

iii. Ownership				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To ensure that Pupil Premium eligible students can have the same Academy opportunities and experiences as their non-eligible peers.	Subsidised educational and residential trips.	<p>High – The Academy places great emphasis on the extended wider curriculum opportunities available for students to take part in. Previously only a small minority of Pupil Premium eligible students were taking part in residential trips. Allocated Pupil Premium funding has improved this significantly.</p> <p>61 Pupil Premium eligible student took part on a residential trip in 2015/16, compared to 43 in 2014/15, 40 in 2013/14 and 17 in 2011/12.</p>	<p>The Pupil Premium trip funding policy plays a key part in ensuring that every student has the same positive Academy experience. The whole ethos of the Academy would be undermined if we returned to the low Pupil Premium participation on trips seen in previous years.</p> <p>Closer monitoring of students who access trip funding and the longer term impact on attendance, behaviour and attainment is needed.</p> <p>Funding/Action to continue in 2016/17.</p>	£25,000
One day per week alternative curriculum provision for a targeted group of Y10/11 students. Work focusing on improving confidence and self-esteem, making positive choices, reducing risky behaviour etc.	Skillforce	<p>Medium – Targeted small Y10/11 student group based upon those who were displaying high behavioural needs in the classroom. The students who completed the yearlong programme showed consistent improvements in behaviour.</p> <p>4 out of the 5 students who completed the programme considerably improved their behaviour over the year. Collectively, the group accumulated 46 duty calls and 1 fixed term exclusion in 2015/16, compared to 91 duty calls and 9 fixed term exclusions in 2014/15.</p>	<p>Initially, the targeted group did struggle to work together however this improved significantly as the year progressed. Unfortunately we had a number of different Skillforce instructors due to staff changes. This did not help with the group structure and dynamics. On reflection the programme had a positive impact.</p> <p>A reduced half day programme focusing on younger Y8 students will replace 2015/16 intervention.</p> <p>(Revised) Funding/Action will continue in 2016/17.</p>	£11,300
To encourage Pupil Premium eligible students to participate in the Duke of Edinburgh Award. To increase leadership opportunities, self-	Duke of Edinburgh Award.	<p>High – Targeted Pupil Premium eligible Y10 DofE tutor group that meet one morning per week. Pupil Premium funding allocated to ensure all participating students have the correct equipment and same opportunities as their non-eligible peers.</p>	<p>Creating structured time within the Academy timetable (allocated tutor time) and matching this group with an inspirational member of staff have been the key components in creating a successful Pupil Premium focused DofE group.</p> <p>Funding/Action to continue in 2016/17.</p>	£3000

esteem and confidence.		7 Pupil Premium eligible students took part in the bronze award in 2015/16 (2 students in 2014/15) 2 Pupil Premium eligible students took part in the silver award in 2015/16 (0 students in 2014/15).		
To enable students to make the link and understand the importance of current learning and the impact it can have on future aspirations.	Aspiration evenings and initiatives.	Medium – Main Pupil Premium focused aspirations event was the Academy's inaugural Aspirations evening in term 6. Guest speakers and delegates presented to Y7 & Y8 Pupil Premium families as well as a large number of Y6 (future Y7) eligible families.	Positive feedback received from those who attended the Aspirations evening. There needs to be an increase in Pupil Premium focused aspirational events/interventions for highly able/achieving Pupil Premium eligible students. (Revised) Funding/Action to continue in 2016/17.	£2000
To ensure that all practical barriers to learning are removed and that every Pupil Premium eligible student is in the classroom.	Uniform/ Equipment/ Transport	High – Increasingly, Pupil Premium eligible families need additional support to ensure their children have correct uniform and equipment. There has been an increase in Pupil Premium initiatives such as Saturday revision sessions or Easter curriculum programmes and to increase attendance transport costs are more frequently provided.	Ultimately this leads to more Pupil Premium eligible students being in more lessons and accessing quality teaching and learning. Previously a number of staff members could authorise uniform/equipment/transport spend. Head of Pupil Premium must sign off all requests. Funding/Action to continue in 2016/17.	£9000
To enhance the transition of all Y6 Pupil Premium eligible students. To reduce any anxiety or concerns that students may have prior to joining the Academy.	Pupil Premium Y6 transition summer school project.	Medium – A week long programme (two groups run over two weeks during the summer holidays) which is becoming increasingly popular and successful each year. For those Pupil Premium eligible students (and families) who attend, it enables them to have a fully positive first experience of the Academy. 46 Pupil Premium eligible students attended in 2015/16, compared to 28 students in 2014/15 and 17 students in 2013/14.	The summer transition programme has become a key part of Y6 into Y7 transition process. Government funding per participating child, in addition to the Academy's allocated Pupil Premium funding has now ceased. Future transition programmes should place greater emphasis on enhancing the literacy and numeracy content. (Revised) Funding/Action to continue in 2016/17.	£13,500
			Total Expenditure	£232,645

Additional Detail

- Education Endowment Foundation Teaching & Learning toolkit - <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>
- DFE – Supporting the attainment of disadvantaged pupils: Articulating success and good practice - https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm
- Ofsted – Pupil Premium: an update. <https://www.gov.uk/government/publications/the-pupil-premium-an-update>
- Teacher Development Trust: Lessons from the International Reviews Into Effective Professional Development - <http://tdtrust.org/about/dgt>
- DFE: School and College-Level Strategies to Raise Aspirations of High-achieving Disadvantage Pupils to Pursue Higher Education Investigation - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_School_and_College-level_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf
- Joseph Rowntree Foundation: Poverty and Social Exclusion - <https://www.jrf.org.uk/report/monitoring-poverty-and-social-exclusion-2014>
- Social Mobility & Child Poverty Commission: A Qualitative evaluation of non-educational barriers to the elite professions - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/434791/A_qualitative_evaluation_of_non-educational_barriers_to_the_elite_professions.pdf
- Education Endowment Foundation : Making Best Use of Teaching Assistants - <https://educationendowmentfoundation.org.uk/our-work/campaigns/making-best-use-of-teaching-assistants>