

Pupil Premium Action Plan 2017-18

Priority: That disadvantaged (PP) students should make progress in line with that of comparable non-disadvantaged (PP) students, through the “Engage” programme [AIP target for non-PP is +0.11 P8]		Urgency:	Importance:
Last Ofsted/AIP progress:			
Who’s accountable? JDE	Monitoring: Principal	Evaluation: CEO	Monitoring cycle: [monthly, half-termly, termly]
Objectives and success criteria		Timescales & Responsible: [Including milestones]	Evidence and Impact: Status Last updated:
A <ul style="list-style-type: none"> All staff (teaching, and where relevant to their role, non-teaching) will know which of the students with whom they interact are eligible for Pupil Premium Funding. Each member of staff will be able to articulate the level of impact that they have had on students within this group. 	<ul style="list-style-type: none"> Where plans are not available on G4S, HoDs will confirm the existence of a ‘live’ annotated seating plan (or equivalent) for each group. AAP PPI will monitor the set-up of classes on G4S during the first fortnight cycle. HoDs to be asked to check this in Week 2. Thereafter, Seating plan gaps will be identified and sent to SLT line managers for HoDs to address. AAP PPI will report to VP 29.09.2017 <p>w/c 2nd November</p> <p>Underperforming students in Yr 11 to be involved in a trial 2-week work scrutiny to assess the quality of class work in “Open” subjects.</p> <p>Students work is high quality and shows maximum effort in all lessons. When compared to Non-PP students in the year the work is at least as good [reaches target grade and corresponds to department policy]</p> <p>½ termly meetings between ACB, JDE to compare and assess work. Students rewarded where quality of work has measurably improved [based on base line study]</p>	<p>100% of teachers have seating plans in place [minimum information to include SEND/PPI status].</p> <p>Staff can identify PP pupils during weekly Engage walks and provide information relating to individual progress and feedback. This feedback indicates that all PP pupils are being challenged to produce work that is at least their target grade and conforms to departmental policy. [6th October]</p> <p>Photo packs to be provided to staff for clear identification of pupils [9th October]. All staff can identify all pupil premium pupils in their groups</p> <p>Pupil Premium target boards placed in Middle, North and South Staff rooms to raise awareness of individuals below, on and above target. [12th October]</p>	

	<ul style="list-style-type: none"> • In each accountability cycle, HoDs will report on progress of PPI students within their subject area (evidenced through minutes). Where this is not the case, AAP PPI will request that the AP concerned addresses this in the subsequent cycle. • Staff <i>responsible</i> for projects partly, or wholly, funded by PPI will report termly on the impact of their work on PPI students. AAP PPI will establish with staff a calendar for reporting and then collect these centrally such that they may be scrutinised by VP and P, as well as external agencies (as necessary). • Whole school intervention map to indicate clearly all PPI students. AAP PPI to cross-refer and identify any PPI students who are making below expected progress and not receiving intervention actions. • AAP PPI will circulate a list of all PPI students, by year group, to all staff – teaching and non-teaching. This action to be logged and recorded by AAP PPI such that it may be scrutinised by VP and P, as well as external agencies (as necessary). 	<p>Whole-staff expectation briefing w/c 9th October to reiterate the following standards:</p> <ul style="list-style-type: none"> • No pupil is expected to be off-task during lessons • All pupils are expected to follow school's policies on marking & presentation • All pupils are expected to work at a level that is at least their target grade • The pace of lessons should be such that there is no opportunity to "sit back" <p>The impact of these briefing will be measured during the Engage walks w/c 16th October [using agreed pro-forma document]. Baseline from w/c 9th October to be used for comparison.</p> <p>100% of pupils to be engaged and on task during Engage walks.</p> <p>Staff must be confident that they will be supported in establishing high challenge/excellent behaviour environments [Briefing 12th October]. Impact measured through AIP Target 5 [Behaviour and Personal Development]. Led in conjunction with STA/Inclusion Team</p> <p>Deadline: 29th September 2017</p> <p>Progress of PPI pupils:</p> <p>HT 1 -0.68</p>	
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<p>B</p> <ul style="list-style-type: none"> Levels of parental engagement on the part of parents of PPI students will increase and concrete actions to increase the likelihood of this will be taken. 	<ul style="list-style-type: none"> AAP PPI to be present and 'signposted' at all Parents Evenings (Sep-May '17-18 – see school calendar for detail of dates). AAP PPI will meet and greet as many PPI parents as possible to establish 'soft' lines of communication and promote more open dialogue between PPI parents and the Academy. Parents to be invited to participate in a survey at the end of the academic year, in which they will be invited to express an opinion on whether home/academy communication has improved, as well as inviting further suggestions for improvement. AAP PPI to write to parents of all PPI students outlining means of communication (such as dedicated email address for PPI, contact names etc.) and the kinds of support that the Academy 	<p>Attendance of PPI pupils [parents] at parents evenings to be consistently above 80% at each recorded event.</p> <p>A minimum of 90% of PPI parents will: Agree that support for their child has enabled them to make good progress Agree that communication home/school has been consistently strong Agree that the quality of teaching provided by the Academy has been at least good</p>	

	<p>is in a position to offer, with a view to engaging fully with each PPI child as an individual. (30 Sep '17). This action to be logged and recorded by AAP PPI such that it may be scrutinised by VP and P, as well as external agencies (as necessary).</p> <ul style="list-style-type: none"> • Data Manager to run report 2 weeks after Progress Reviews to check for log-in of PPI parents. Where the reviews have not been accessed, these will be sent, hardcopy, to parents/carers. (ongoing '17-'18 see school calendar for detail of dates) • Parentmail texts to be sent to all PPI parents/carers before parents evenings to advise of date and time. (ongoing '17-'18 – see school calendar for detail of dates) • Support to be offered to PPI parents in securing appointments with staff. (ongoing '17-'18 – see school calendar for detail of dates). • PPI 'surgery' sessions to be offered at the mid-point of each term to present an informal opportunity for home-school contact and communication. (20 Oct '17, 7 Feb '18, 14 May '18). • Qualitative data, on parents' experience of home-school communication to be collated and analysed by AAP PPI throughout the year and shared with VP and P (see school calendar for detail of dates – 7 days after each parents evening). 	<p>At least 90% of PPI parents to have logged on to G4S after reviews [dates according to the school calendar] Suggest – 100% of PPI parents to have either logged onto G4S after reviews or to have received hard copy of the review. 90% of PPI parents to attend parents evenings</p> <p>90% of parents attending surgeries to agree that:</p> <p>Agree that support for their child has enabled them to make good progress</p> <p>Agree that communication home/school has been consistently strong</p> <p>Agree that the quality of teaching provided by the Academy has been at least good</p>	
<p>C</p> <ul style="list-style-type: none"> • Interventions aimed at improving progress and outcomes for PPI students will take place in an on-going and timely manner, that is not limited to Year 11 intervention. 	<ul style="list-style-type: none"> • HoDs, and their AP line managers are accountable for ensuring that timely interventions at the department level, aimed at addressing gaps in skills and knowledge, are both in place and evidenced in the minutes of meetings that form part of the accountability cycle. These interventions, whilst having a Year 	<p>Interventions to be recorded on Whole School Intervention Map and all gaps addressed. Where 0 action is taken, a rationale will be recorded. Reviewed Termly [w/c 12th October 2017]</p>	

11 focus, are not to be limited to Year 11. The AAP PPI will report on this to the VP and P on a termly basis.

Provision of Key Stage 4 additional twilight and holiday subject support.

Interventions for all students are to be logged on a central database to ensure easier comparison of students who need additional support.

Progress reports used to generate list of underperforming students. Departments to report what they are doing to improve student's attainment [through LM structure]. Data is collated and shared with all tutors so they can support students.

Information sent to all HOD to ensure a cohesive approach

Form Groups set up for English and Mathematics w/c 4th September [6 week cycle]. Entry and exit tests to determine impacts.

Whole-school maths to be introduced w/c 16th October [North Hall]. Trial with Year 7 and move to Year 10/11 if successful. To be led by numeracy Coordinator/COS.

Registers of student attendance at the targeted interventions is maintained and shows progress between the report cycles.

Initially two sessions per week. Review after initial two-week trial.

Students to have interventions placed onto their timetables as a 6th lesson so attendance can be monitored

All PPI pupils to be attached to a peer mentor by 31st October 2017

HT pupil feedback to demonstrate that 90% of the cohort:

Have attended at least 90% of the sessions

Feel support is enabling them to make at least as much progress as others in their subjects/sets

Have made progress in line with AIP target [can demonstrate a closing gap]

Progress of PPI pupils to increase as indicated in Section A

Resources completed by 31st October and distributed.

Effectiveness of resources measured through review February 2018 [HT3].

Feedback from pupils and staff through survey to determine whether:

There has been a measurable improvement in pupil progress because of resources

	<p>“Maximise” External consultants sessions November/December 2017 [Years 7-11]. TBC</p> <ul style="list-style-type: none"> Year 12 mentors to be assigned to appropriate students (those whose progress in any one Ebacc subject is below expectations (where this is not being met through form-time interventions) in the Year 11 PPI cohort. As well as a subject specific focus, mentors will encourage students to take responsibility for their own learning and help them to take a determined and resilient approach to exam preparation. Introductory meetings to take place by 20th October and mentoring to continue until Easter. Half-termly progress updates to be emailed to AAP PPI and summarised for VP and P. (17 Nov '17, 9 Mar '17, 11 May '17) Progress of PPI students, and the effectiveness of any interventions, to be reported on by HoDs as part of the accountability cycle. Where this is not the case, AAP PPI will request that the AP concerned addresses this in the subsequent cycle. Resources, aimed at complementing the school's work on Growth Mindset to be sourced/created (31 Oct '17) and used in either form time or Comms. Copies retained for inspection. 	<p>The quality of teaching and learning improved as a result of the resources *against a baseline set prior to the materials being used</p>	
<p>D</p> <ul style="list-style-type: none"> Barriers to learning, attendance and future opportunities, at the level of resources and motivation, will be identified and removed wherever possible Reduce the gap between PP and non-PP in term of levels of absence 	<ul style="list-style-type: none"> Set up ½ termly Pupil Premium Governor Committee to oversee progress. Remit: Hold the Academy to account for strategies and progress of those eligible for pupil premium Monitor the expenditure of PP funding [£935.00 per pupil] 	<p>Impact of PPI spending to be measured using the PPI spreadsheet: Updated at review points at end of HT1-6 to identify spend against impact [progress and attendance]. Where average spend is leading to progress below expected, AP PPI to intervene</p>	

Monitor and challenge attendance and exclusion figures for PP children [alongside progress data]

Panel to include: CEO [ieTrust], Pupil Premium Lead Governor, SLT representative

- Budget (2017-18) to have a discrete allocation for resources. (P and B/FM).
- Allocated resource budget to be monitored by Finance and reported half-termly to AAP PPI. Finance will record funding accessed on a per pupil basis and, post-results, AAP PPI will conduct a cost/benefit analysis per pupil. Reported to Governor PP Committee
- AAP PPI to identify for staff the type of resources available to PPI students, along with an indication of per capita spend (30 Sep '17). Finance will record funding accessed on a per pupil basis and, post-results, AAP PPI will conduct a cost/benefit analysis per pupil.
- Clear system for accessing allocated resources to be in place and communicated by AAP PPI to all HoDs (20 Oct '17). Minuted accordingly.

IAG work led through the use of a Careers Advisor to help raise aspirations as to Post 16 opportunities

All students to have a follow up meeting. Careers Advisor to review aspirations and predicted grades to ensure students are being challenged and/or appropriately realistic

Support will be given to the Life Skills groups who have the highest risk of becoming NEET
Careers Advisor/RT Jan 17

w/c 2nd November

If 0 discrete spend, AP PPI to intervene to ensure pupil is not disadvantaged [agreement to be reached with parents regarding spend]

Reward materials to be produced for those pupils where above expected progress is being made

	<p>100% of Yr 11 students to gain support and guidance on a 121 basis, focus initially on Level 5 students to support effective pathways into Post 16. Students in Yr9/10 will also be provided with group work. Students will be more aware of career/Post 16 pathways and how to ensure they can achieve them. Underperforming students will be given additional support to raise expectations.</p> <p>Students will have visited local colleges and will have been supported in the applications for college places.</p> <p>Evidence from student voice and surveys has highlighted that those underperforming students are also those that have no clear plans for their futures. Aspirations are developed from family and friends and so without support from the school students may not be aware of what is available.</p> <p>List of potential NEETS is reduced to 0%, student tracker shows that work has had an impact</p> <p>To diminish the attendance gap between those pupils eligible for pupil premium and other pupils from 4.29% to 1.9% [bring the figure in line with 2015-16] [Reference AO appraisal document].</p>		
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TARGET	EXPENDITURE BREAKDOWN
All staff (teaching, and where relevant to their role, non-teaching) will know which of the students with whom they interact are eligible for Pupil Premium Funding. Each member of staff will be able to articulate the level of impact that they have had on students within this group.	Incidental costs met through existing processes and structures
Levels of parental engagement on the part of parents of PPI students will increase and concrete actions to increase the likelihood of this will be taken.	Incidental costs met through existing processes and structures
Interventions aimed at improving progress and outcomes for PPI students will take place in an on-going and timely manner, that is not limited to Year 11 intervention.	<p>Holiday/After school intervention sessions</p> <p>[External Curriculum Services]:</p> <p>£16 000.00</p> <p>Resources provided FOC to eligible pupils [Educational Supplies and Equipment]:</p> <p>£7 400.00</p> <p>Student Achievement Rewards and Entertainment:</p> <p>£4 000.00</p> <p>Student Free Meals:</p> <p>£2 300.00</p> <p>Uniform and Curriculum Stock:</p> <p>£2 200.00</p>
<p>Barriers to learning, attendance and future opportunities, at the level of resources and motivation, will be identified and removed wherever possible</p> <p>Reduce the gap between PP and non-PP in term of levels of absence</p>	<p>CEIAG Officer:</p> <p>£23 827.00</p> <p>Attendance Officer:</p> <p>£26 160.00</p> <p>Administration Officer [Achievement and Attendance]:</p> <p>£14 540.00</p>

	Teacher Assistant Support: £45 670.00 Administration Costs [including Raising Achievement TLR payments]: £25 000.00
TOTAL	£166 897.00