

Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information					
School	Isle of Sheppey				
Academic Year	2018-19	Total PP budget	639, 166	Date of most recent PP Review	09/18
Total number of pupils	1416	Number of pupils eligible for PP	725	Date for next internal review of this strategy (termly)	01/19
2. Review of expenditure					
Previous Academic Year	2017/2018				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost	
<p>P8 outcomes for Summer 2018 for all PP students are almost equal to those of non-disadvantaged students at the academy (All pupils target: P8 0. PP Target at least -0.1)</p> <p>Teaching and learning is judged to be good or better in all areas of the Academy at next OFSTED – improved progress and provision for PP cohort central part of this.</p>	<p>All teaching staff to engage in planned weekly CPD sessions to drive standards and improve the overall quality of teaching and learning. The basis of this will be to follow the interventions and approaches detailed by Doug Lemov in Teach like a Champion which will provide better QFT for PP cohort.</p>	<p>Improved maths outcomes for second year; now achieving 38% 4-9.</p>	<p>Outcomes for all students have fallen in 2018. A less able cohort of young people have not met expected and target outcomes with P8 for all at -0.86 and PP at -1.136. There is still considerable work to do in closing the gap between PP and non-PP students.</p> <p>The predictions staff made in July 2018 was correct with P8 estimated at -0.9. This demonstrates staff knowledge of students attainment and progress in the final months of courses, and having seen examination papers versus SOL and revision delivery/attendance/productivity.</p> <p>The use of daily Period 7 additional lessons has not demonstrated positive impact; this strategy will no longer continue in current format. Intervention now to be targeted at learning gaps specifically and to be time-bound with impact measured and staff and students accountable for these.</p>		

	<p>New backward planned 5 year curriculum in place using pre/post assessment model.</p> <p>Maths team to be supported maths specialist . This will be a teaching role but also will support Maths team through bespoke CPD and approaches for PP student progress.</p> <p>Regular learning walks and observations to be conducted by ALT and Faculty Leaders. This will include PP specific checks.</p> <p>All year 11 class teachers to meet with ALT lead for PP, curriculum and assessment to discuss</p>		<p>Feedback from staff concludes that the CPD programme did not meet all needs and requirements. CPD in the year ahead is enhanced with differentiated programmes for staff at different levels of experience/expertise and need.</p> <p>External maths specialist not deemed to be good VFM. Greater support now given by South East maths lead teacher from South Bank, including regular visits, SKYPE CPD and written reports back to Faculty Leaders and Associate Principal.</p> <p>Open bucket subjects in first year with final examination assessment and no coursework/controlled assessments have under-achieved. The Year 11 and Director of Sixth Form are underway with support and challenge to these subjects with lessons learned in KS% subjects previously.</p> <p>Principal and Yr 11 ALT lead to complete Post Examination meetings to gain feedback and learning from subjects, teachers and leaders. Complete in Oct 18.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost

3. Prior Year Achievement		
Achievement for: 2017-2018 (pupils) Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
Progress 8	-1.136	-0.620
Attainment 8	25.87	31.82
% A* - C (9-5) English and Maths	8.0%	15.4%
% taking Ebacc	8.8%	7.7%
% achieving Ebacc	0%	0%
Basics 4-9	9	18
Basics 5-9	24	49
Basics 6+	3	3
4. Barriers to future attainment (for pupils eligible for PP, including high ability) Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website.		
In-school barriers		
A.	Attainment and progress of high prior attaining students	
B.	Disadvantaged students who also have SEND	
C.	Gender variance and boys underachievement	
External barriers		
D.	Attendance	
E.	Site variation	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the progress and attainment of disadvantaged students who have High Prior Attainment and/or are boys, and/or have SEND. This will be measured by: <input type="checkbox"/> Progress review at 6 points in the year	- P8 for HPA and boys and SEND all meet the academy target, with a view to reaching P8 of 0. - L2 Basic 4+ target is achieved- 40% for disadvantaged

	<input type="checkbox"/> Mock exam data and review <input type="checkbox"/> KS4 exam outcomes <input type="checkbox"/> RD challenge and review visits, MST reviews, TIG meeting <input type="checkbox"/> Performance appraisal targets/ review <input type="checkbox"/> Intervention review for specific needs and groups of students <input type="checkbox"/> Performance tables	<ul style="list-style-type: none"> - Curriculum changes in the lower school take place to ensure an improved uptake of the Ebacc - Student attendance meets the academy target.
B.	<p>To ensure that PP student attendance is in line with national data This will be measured by:</p> <input type="checkbox"/> Weekly analysis of all groups, year groups etc. <input type="checkbox"/> Leaders scrutiny of attendance <input type="checkbox"/> OCL KPI returns <input type="checkbox"/> RD challenge and review visits, MST reviews, TIG meeting <input type="checkbox"/> Performance appraisal targets/ review <input type="checkbox"/> Parent and pupils survey outcomes <input type="checkbox"/> Performance tables <input type="checkbox"/> Reduction of % CMIE due to robust work with LA	<p>Achieve national average 95% for 2017-18. Attendance improves for disadvantaged students to move closer to national average, for all year groups.</p> <p>Three year improving trend is sustained and the 2018-19 target for overall attendance is met for PP students and Non PP students alike</p> <ul style="list-style-type: none"> - Attendance for Children Looked After remains above the national average throughout the year.
C.	<p>To improve the overall progress of PP students through good teaching and learning This will be measured by:</p> <input type="checkbox"/> P8 targets met 2018 <input type="checkbox"/> In year progress data using pre/post assessment curriculum model six times a year <input type="checkbox"/> Observation data and typicality spreadsheet <input type="checkbox"/> RD monitoring and challenge <input type="checkbox"/> OCL reviews	<ul style="list-style-type: none"> - Greater parity of progress data and outcomes between East and West sites. There is a reduction of site variation. - P8 and attainment outcomes 2019 - In year progress data using pre/post assessment curriculum model six times a year shows evidence of on-going and sustained progress

6. Planned expenditure

Academic year	2018/19
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i Quality of teaching for all

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)

<p>To ensure quality first teaching in all subjects throughout the academy in preparation for improved 2019 P8 outcomes and on-going improvement in Trust support/inspection</p>	<p>Differentiated CPD for teachers.</p>	<p>A positive start to CPD in 2017-18, but lost focus through the year; academy did not make sufficient response to this through leadership changes.</p>	<p>Teaching typicality demonstrates increased numbers of 'good teaching.</p>	VH	<p>Initial period 1 year</p>	<p>Vice Principal 51%: 33,230</p>
	<p>Greater accountability of leaders responsible for T&L and CPD to ensure targeted and quality outcomes for all staff and measured impact in student progress throughout.</p>	<p>MST observations and feedback challenged overall leadership of T&L and the link to outcomes with students and in subjects.</p>	<p>All staff using and accountable to/or powerful actions steps termly and identified by T&L team and HOF.</p>	SG	<p>On-going. Review annually</p>	<p>AP for T and L 10% £7K</p>
	<p>Appraisal targets direct expected targets met for all learners performance, in all classes/years'</p>	<p>Appraisal process commenced in 17-18, Review process took place during leadership challenges; limited and vague overall accountability and progress for staff throughout 17-18</p>		SG	<p>As above</p>	<p>External CPD: £7K</p>
	<p>Appraisal target setting completed – Oct 18.</p>			VH	<p>1 year initial project.</p>	<p>Show My Homework: £3.6K</p>
	<p>Institute for Teaching are supporting and delivering a specialised programme of CPD for 19 selected teachers.</p>	<p>High quality teaching now required to inspire teachers to become experts of learning and continually develop their practice.</p>		CD	<p>1 year as programme in first use. Review and evaluate.</p>	
	<p>Aspiring Leaders will be a new programme of support for staff to 'opt-in' to develop academy-led training and support and improve retention rates of staff.</p>	<p>Develop leadership and a leadership strategy from within, and through the academy; support high quality staff retention and development; improve morale and staff evaluation in the academy</p>		VH	<p>On-going. Review termly.</p>	
	<p>Formal links with Fulston Manor school to develop pedagogy from a local 'good' neighbouring school. Teachers at IOS to be selected for bespoke CPD in-subject. Initial links to Hums to be sought.</p>	<p>Formal links begin Oct 18; learn with, through and from a 'good' local academy in similar context.</p>		VH & NS with ALT	<p>Review end of year to evaluate.</p>	
<p>Weekly 'sharing best practice' CPD briefings introduced.</p>	<p>Support specifically identified subjects/staff as programme and links commences.</p>					

	<p>Scheduled faculty reviews to review and QA the T&L, progress and leadership.</p> <p>Year team CPD introduced so pastoral staff can further support progress in the classroom.</p> <p>Increase use of the powerful action steps to provide clear feedback from learning walks and ensure that colleagues are acting on this.</p>	<p>Staff write their EBI on the door so next person completing a learning walk are able to evaluate the impact</p>		<p>SMo&CI</p> <p>VH</p>		
<p>Improve outcomes for high prior attaining students and close gap between HPA and PP boys versus girls</p>	<p>ALT lead for HPA whole academy; all subjects identify HPA lead/champion</p> <p>Subjects and CPD to support, to target high quality teaching and improved outcome expectations for higher prior attaining students.</p> <p>Core subjects run a 7+ club to ensure HPA students are exposed to the top grade boundaries further.</p>	<p>Overall P8 difference between P8 shows -1.12 for Pupil Premium eligible students vs -0.67 for non-PP. Basics results demonstrate 20.5% for PP students vs 41% with non-PP</p> <p>There has been gender underachievement for boys in all core subjects, apart from maths and P8 overall, boys P8 -1.04, girls -0.76.</p> <p>HPA Progress 8 at -1.24 vs 0.61 Low Prior Attainment. Low ability</p> <p>All targets set for these groups in 17-18, not achieved.</p>	<p>Outcomes for all groups closer to P8 Zero.</p> <p>Boys to show improvement in Term 1 following intervention and one-to-one mentoring.</p>	<p>HC</p> <p>SH</p>	<p>One year, Review at each assessment period.</p> <p>Termly review</p>	
ii Targeted support						
Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)

Reduce fixed period exclusions	<p>Develop The Bridge Provision for most vulnerable and Pex 'at risk' students</p> <p>Plan and deliver a high quality curriculum for learners in all key stages to ensure students make expected rates of progress and return to mainstream education</p> <p>Develop links with the local further education provision to provide bespoke education for vulnerable students.</p> <p>Develop the culture and ethos of the academy to encourage students to become the best versions of themselves.</p>	<p>Significantly high FTE's in term 6 2017-18.</p> <p>Closure of local Alternative Provision centre reduces options for the academy for most at risk Permanent Exclusion.</p>	<p>AP has short and long-term provisions for learners.</p> <p>Learners make successful and sustainable return to mainstream</p> <p>Students demonstrate the 9 habits more throughout their daily lives.</p>	<p>KA&SM</p> <p>AF</p>	<p>3 yrs approx</p>	<p>£450K staffing per annum including non PP funding</p> <p>Alternative Provision PP usage: £27K rental</p> <p>Associate Assistant Principal appointments to the ALT responsible for behaviour £3K</p> <p>Pastoral support for PP: £109K</p>
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iii Whole school strategies

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Rapid improvement of student attendance to meet national average	<p>Use of academy target setting and accountability for all staff to be responsible for challenging student absence.</p> <p>Increase staff accountability for contact home and therefore parental relationships.</p> <p>Establish and embed the 9 habits in order to develop character and culture of the academy and therefore make school more appealing and inclusive for our young people.</p>	<p>2017-18 – academy average 90.8%, a minimal improvement of 16-17.</p> <p>Attendance remains a significant challenge for the academy.</p> <p>Attendance has had a slight improvement for PP students between last academic year and 2016/17. There has been a 1.2% improvement in terms of narrowing the attendance gap between PP and Non PP students.</p> <p>The Academy acknowledges the need for a continued drive on attendance and is continuing its work using the SOL consultancy.</p>	94%	<p>SW</p> <p>SW</p> <p>AF</p>	2 years	<p>SOL Consultancy £20,000</p> <p>Dedicated ALT support. 51% ALT 2: 42K</p> <p>51% Attendance team: £52K</p> <p>Support staff home visits</p>

	Improve staff absence rate to reduce the number of cover teachers required and therefore make the learning experience more positive throughout the year.	Processes have been refined to ensure immediate attendance intervention, support and challenge for disadvantaged students. Parental meeting attendance has been inconsistent; two members of staff are allocated to home visits		AT&TL		
					TOTAL COST	£750,233

7. Additional detail