



## Exceptional Education at the Heart of the Community

### Pupil Premium Strategy Statement:

1. Summary information					
Academy Primary / Secondary / All through					
Academic Year	2019/20	Secondary PP allocation £	£620,325	Date of most recent PP Review	8/7/20
Total number of pupils in academy	1323	Number of pupils eligible for PP % of pupils eligible for PP	738 56%	Date for next internal review of this strategy (termly)	9/9/20
		No.KS3 PP pupils			
		No.KS4 PP pupils	60%		
		No.KS5 PP pupils	58%		
			5%		
2. Review of expenditure					
Previous Academic Year	2018/19				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach (reference EEF and others sources of evidence)	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue / change?	Cost	
To ensure quality first teaching in all subjects throughout the academy in preparation for improved 2019 P8 outcomes and ongoing improvement in Trust support/inspection	Differentiated CPD for teachers.  Greater accountability of leaders responsible for T&L and CPD to	Improved number of teachers demonstrated 'good teaching'. At the end of the 2018-19 academic year 57% of teaching staff were rated as good or better.  All staff using and accountable to/or powerful actions steps termly and identified by T&L team and HOF.	Greater number of teachers could improve using the PAS model. More coaches need to be trained across the staff body so this system can be used for whole school CPD.  Delays with returns of relevant documentation reduced impact, and there were also delays due to staff turnover. Moving this system to an online system could improve accountability and reduce delays.	Vice Principal 51%: 33,230  AP for T and L 10% £7000	

	<p>ensure targeted and quality outcomes for all staff and measured impact in student progress throughout.</p> <p>Appraisal targets direct expected targets met for all learners performance, in all classes/years'</p> <p>Appraisal target setting completed – Oct 18.</p> <p>Institute for Teaching are supporting and delivering a specialised programme of CPD for 19 selected teachers.</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>Formal links with Fulston Manor school to develop pedagogy from a local 'good'</p>	<p>Appraisal process includes PP students as a group for all staff within their exam groups.</p> <p>Teaching amongst IFT group improves based on typicality. End of year evaluations demonstrated that 35% of staffed that received coaching had made positive progress.</p> <p>Middle leadership development in order to support and hold staff to account around PP outcomes.</p> <p>Staff confidence and knowledge with the science of learning is presented every Wednesday at a briefing to develop pedagogy of staff and memory retention in children.</p> <p>Faculty review reports recommend improvements for faculties amongst all groups.</p>	<p>PP students in exam groups showed improved progress (P8 for PP students in 2018 was -1.12 but -1.03 in 2019) but this increase was not enough and did not translate across other year groups. More focus needs to be given to analysing PP progress in all years.</p> <p>While some progress was demonstrated, this was not cost effective and training had a significant impact on cover for lessons. We will move to the PAS system which is in line with the OCL strategy.</p> <p>Meetings with middle leaders and RS team each term improved year 11 outcomes. This model now needs to be used by middle leaders in department meetings for all key stages.</p> <p>Confidence has improved and science of learning strategies are evident in KS4 schemes. This must now be added to KS3 rather than just for GCSE.</p> <p>Due to changes in staff at Fulston Manor, this was not possible. Links with OCL NLPs need to be developed so that Trust resources can be utilised.</p>	<p>External CPD: £7,000</p> <p>Show My Homework: £3,600</p>
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	neighbouring school. Teachers at IOS to be selected for bespoke CPD insubject. Initial links to Hums to be sought.			
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> Will the strategy continue / change?	<b>Cost</b>
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. 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. To support this review the behaviour and rewards policy.</p>	<p>AP has short and long-term provisions for learners. Continue no Permanent Exclusions</p> <p>Learners make successful and sustainable return to mainstream. 6 high profile Bridge pupils were able to make a successful transition back into mainstream in 2018 AF.</p> <p>Students demonstrate the 9 habits more throughout their daily lives. Students attend a reward trip at the end of the year. Introduce positive 'House' point system rewards students. Review removes more reasons for conflict whilst holding the line of acceptable behaviour</p>	<p>No permanent exclusions. Curriculum continues to develop but use of online platforms should be developed to support independent study.</p> <p>Students require more communication with subject teachers while in The Bridge so that their transition back into mainstream is easier and pupils can keep up to date with coursework.</p> <p>Subjects must make links with 9 habits in their lessons to improve awareness. House points need to be linked to a number of smaller events rather than one trip at the end of the year to increase motivation.</p>	<p>£450,000 staffing per annum including non PP funding</p> <p>Alternative Provision PP usage: £27,000 rental</p> <p>Associate Assistant Principal appointments to the ALT responsible for behaviour £3,000</p> <p>Pastoral support for PP: £109,000</p>

PP year 11 pilot study	Small group of 20 pp year 11 students (10 east and 10 west) targeted for a mentoring support package to improve their p8 by the end of year 11.	Pupils at the start of the pilot had an average P8 score of -1.03 and all pupils were below target. Forecast data demonstrates that all students made significant progress over the course of this pilot, as 75% of pupils are forecasted to finish above target and pupils in the pilot group have an average P8 score of +0.35.	Targeting a limited number of PP students ensured this was a manageable load for year leaders. This pilot study could be a useful model for other year groups to use next year.	
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### iii. Other approaches

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 / change?	Cost
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>Improve staff absence rate to reduce the number of cover teachers</p>	<p>Below attendance target for whole school (88.6%) and pupil premium (86.1%).</p> <p>Communication logs are complete in order for EWO and legal work to be more successful. Dedicated person/ people to complete home visits every morning.</p> <p>9 habits embedded in mentoring resources, assemblies and subject schemes.</p> <p>Less staff have time off and are teaching children.</p>	<p>More targeted intervention is required to support PP students with attendance. Whole school strategy for attendance will be changed for the next academic year, and PP students will be a particular focus.</p> <p>Visits by staff completed by staff completed but issues with logging information on Sims. Tracking to move to Bromcom in line with OCL strategy.</p> <p>Links to 9 habits must be a non-negotiable for all schemes. T&amp;L team to check for this in all scheme reviews.</p> <p>Absences decreased when staff were required to call a site principal to report absence. This process to become school policy.</p>	<p>SOL Consultancy £20,000 Dedicated ALT support. 51% ALT 2: £42,000 51% Attendance team: £52,000</p> <p>Support staff home visits</p>

	required and therefore make the learning experience more positive throughout the year.			
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<b>3. Prior Year achievement</b>						
<b>Achievement for: 2018/19</b>	<b>All</b>	<b>National</b>	<b>Pupils eligible for PP Academy</b>		<b>Pupils not eligible for PP Academy</b>	
			<b>National</b>	<b>National</b>	<b>National</b>	<b>National</b>
KS4 Progress 8	-0.57	-0.03	-0.94	-0.45	-0.22	0.13
KS4 Attainment 8	32.8	46.7	27.81		36.8	50.3
% Basics 4 – 9	28.0%	65%	20.0%		34.5%	72%
% Basics 5 – 9	10.2%	43%	5.1%		15.2%	50%
% English 4+	43.1%	76%	34.8%		51.0%	82%
% English 5+	28.6%	61%	20.0%		35.9%	<b>67%</b>
% Maths 4+	33.6%	70%	26.1%		40.7%	77%
% Maths 5+	12.0%	49%	7.0%		16.6%	<b>56%</b>
% taking EBacc	0.4%	40%	0.0%		0.7%	45%
% achieving EBacc	0.4%	25%	0.0%		0.7%	29%
Destination data (% pupils who are NEET)	6%	6%	8%		5%	4%
% Attendance	86.0%	93.8%(Y11 Eng)	82.5%	91.8% (Sec Eng)	89.7%	95.5% (Sec Eng)
% PA	31.7%	15.7%(Y11 Eng)	34.9%	24.7% (Sec Eng)	28.4%	9.1% (Sec Eng)
% FT Exclusion	1041 FTEs		70%		30%	
% In year movement	24.9%		29.5%		20.1%	
<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>						
<b>Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website.</b>						
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>						

<b>A.</b>	Attainment and progress of high prior attaining students.	
<b>B.</b>	Gender variance and underachievement of boys.	
<b>External barriers (issues which also require action outside school such as attendance rates)</b>		
<b>C.</b>	Attendance of whole school - PA for whole school in 2018-19 was 29.9% and PP was 36.6%.	
<b>D.</b>	High numbers of pupil movement – in 2018-19 24.9% of year 11 students and 29.5% of PP year 11 students.	
<b>E.</b>	Historical lack of engagement in education and low aspirations of some pupils.	
<b>5. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>To improve the progress and attainment of disadvantaged students who have High Prior Attainment. This will be measured by:</p> <ul style="list-style-type: none"> <li>• Progress review at 6 points in the year</li> <li>• Mock exam data and review</li> <li>• KS4 exam outcomes</li> <li>• RD challenge and review visits, MST reviews</li> <li>• Performance appraisal targets/ review</li> <li>• Intervention review for specific needs and groups of students</li> <li>• Performance tables</li> </ul>	<ul style="list-style-type: none"> <li>- P8 for HPA all meet the academy target, with a view to reaching P8 of 0.</li> <li>- L2 Basic 4+ target is achieved- 40% for disadvantaged</li> <li>- Curriculum changes in the lower school take place to ensure an improved uptake of the Ebacc</li> <li>- Student attendance meets the academy target.</li> </ul>
<b>B.</b>	<p>To improve the progress and attainment of disadvantaged students who are boys. This will be measured by:</p> <ul style="list-style-type: none"> <li>• Progress review at 6 points in the year</li> <li>• Mock exam data and review</li> <li>• KS4 exam outcomes</li> <li>• RD challenge and review visits, MST reviews</li> <li>• Performance appraisal targets/ review</li> <li>• Intervention review for specific needs and groups of students</li> <li>• Performance tables</li> </ul>	<ul style="list-style-type: none"> <li>- P8 for boys all meet the academy target, with a view to reaching P8 of 0.</li> <li>- L2 Basic 4+ target is achieved- 40% for disadvantaged</li> <li>- Curriculum changes in the lower school take place to ensure an improved uptake of the Ebacc</li> <li>- Student attendance meets the academy target.</li> </ul>

<b>C.</b>	<p>To improve the progress and attainment of disadvantaged students who are SEND. This will be measured by:</p> <ul style="list-style-type: none"> <li>• Progress review at 6 points in the year</li> <li>• Mock exam data and review</li> <li>• KS4 exam outcomes</li> <li>• RD challenge and review visits, MST reviews</li> <li>• Performance appraisal targets/ review</li> <li>• Intervention review for specific needs and groups of students</li> <li>• Performance tables</li> </ul>	<ul style="list-style-type: none"> <li>- P8 for SEND all meet the academy target, with a view to reaching P8 of 0.</li> <li>- L2 Basic 4+ target is achieved- 40% for disadvantaged</li> <li>- Curriculum changes in the lower school take place to ensure an improved uptake of the Ebacc</li> <li>- Student attendance meets the academy target.</li> </ul>
<b>D.</b>	<p>To ensure that PP student attendance is in line with national data This will be measured by:</p> <ul style="list-style-type: none"> <li>• Weekly analysis of all groups, year groups etc.</li> <li>• Leaders scrutiny of attendance</li> <li>• OCL KPI returns</li> <li>• RD challenge and review visits, MST reviews</li> <li>• Performance appraisal targets/ review</li> <li>• Parent and pupils survey outcomes</li> <li>• Performance tables</li> <li>• Reduction of % CMIE due to robust work with LA</li> </ul>	<ul style="list-style-type: none"> <li>- Achieve national average 95% for 2019-20. Attendance improves for disadvantaged students to move closer to national average, for all year groups.</li> <li>- Three year improving trend is sustained and the 2020-21 target for overall attendance is met for PP students and Non PP students alike</li> <li>- Attendance for Children Looked After remains above the national average throughout the year.</li> </ul>
<b>E.</b>	<p>To improve the overall progress of PP students through good teaching and learning. This will be measured by:</p> <ul style="list-style-type: none"> <li>• P8 targets met 2020</li> <li>• In year progress data using pre/post assessment curriculum model six times a year</li> <li>• Observation data and typicality spreadsheet</li> <li>• RD monitoring and challenge</li> <li>• OCL reviews</li> </ul>	<ul style="list-style-type: none"> <li>- P8 and attainment outcomes 2020</li> <li>- In year progress data using pre/post assessment curriculum model six times a year shows evidence of on-going and sustained progress</li> </ul>

## 6. Planned expenditure

<b>Academic year</b>	<b>2019 / 20</b>	<b>PP allocation £620,305</b>
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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

Intended outcome	Chosen action / approach Expected length of strategy	What is the evidence and rationale	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed?	Costs
To ensure quality first teaching in all subjects throughout the academy in preparation for improved 2020 P8 outcomes and ongoing improvement in Trust support/inspection	<p>PAS system used for CPD. Teachers with responsibility to be trained as a coach.</p> <p>Greater accountability of leaders responsible for T&amp;L and CPD to ensure targeted and quality outcomes for all staff and measured impact in student progress throughout.</p> <p>Appraisal targets direct expected targets met for all learners performance, in all classes/years'</p> <p>Appraisal target setting completed – Oct 19.</p>	<p>CPD in 2018-19 was differentiated but the IFT system had a high impact on cover.</p> <p>MST observations and feedback challenged overall leadership of T&amp;L and the link to outcomes with students and in subjects.</p> <p>Appraisal process was not always completed in a timely manner and so did not hold all staff to account. To support this process we will move to an online system – Blue Sky.</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>	<p>Support specifically identified subjects/staff as programme and links commences.</p> <p>All staff coached using the powerful action steps improve progress gap between PP and non PP Training provided by South Bank.</p> <p>Blue Sky to provide training for new platform.</p>	<p>VH&amp;NS</p> <p>SG</p> <p>VH</p>	<p>Initial period 1 year</p> <p>On-going. Review annually</p> <p>1 year as programme in first use. Review and evaluate.</p> <p>On-going. Review termly.</p> <p>Review end of year to evaluate.</p>	<p>Vice Principal 51%: £47,238</p> <p>AP for T and L 10% £7850</p> <p>Blue Sky: £3,000</p> <p>Show My Homework: £3383</p>



<p>Improve outcomes for high prior attaining students and close gap between HPA PP and other HPA students.</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 <math>-0.94</math> for Pupil Premium eligible students vs <math>-0.22</math> for non PP. Basics results demonstrate 20% for PP students vs 34.5% with non-PP.</p> <p>HPA Progress 8 at <math>-0.96</math> vs <math>-0.29</math> Low Prior Attainment.</p> <p>All targets set for these groups in 18-19, not achieved.</p> <p>After mock one PP HPA - 2.84</p>	<p>Outcomes for all groups closer to P8 Zero.</p> <p>HPA to show improvement in Term 1 following intervention and one-to-one mentoring.</p> <p>HPA PP outcomes year 11 Mock 2 improvement to - 2.49, term 4 improvement to - 1.93, submitted outcomes -1.16.</p>	<p>HC</p>	<p>One year, Review at each assessment period.</p> <p>Termly review</p>	
<p>Improve outcomes for high prior attaining students and close gap between PP boys versus girl</p>	<p>Subjects and CPD to support, to target high quality teaching and improved outcome expectations for male students.</p>	<p>Overall P8 difference between P8 shows <math>-0.94</math> for Pupil Premium eligible students vs <math>-0.22</math> for non PP. Basics results demonstrate 20% for PP students vs 34.5% with non-PP.</p> <p>There has been gender underachievement for boys in all core subjects, apart from maths and P8 overall, boys P8 <math>-0.93</math>, girls <math>-0.23</math>.</p> <p>All targets set for these groups in 18-19, not achieved.</p> <p>After mock one PP boys - 1.68</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>Boys PP outcomes year 11 Mock 2 improvement to - 1.53, term 4 improvement to - 1.35, submitted outcomes -0.65.</p>	<p>NS</p>	<p>One year, Review at each assessment period.</p> <p>Termly review</p>	

ii Targeted support

Intended outcome	Chosen action / approach	What is the evidence and rationale	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed?	Costs
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 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. To support this review the behaviour and rewards policy</p>	<p>FTEs in 2018-19.</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. Continue no Permanent Exclusions</p> <p>Learners make successful and sustainable return to mainstream.</p> <p>Students demonstrate the 9 habits more throughout their daily lives.</p> <p>Students attend a reward trip at the end of the year. Introduce positive 'House' point system rewards students. Review removes more reasons for conflict whilst holding the line of acceptable behaviour.</p>		3 yrs approx	<p>Note £450K staffing per annum including non PP funding</p> <p>£230,405 Bridge staffing</p> <p>Alternative Provision PP usage: £17,412 rental</p> <p>Pastoral support for PP: £142,631K</p>
PP year 11 study	Small group of 20 pp year 11 students targeted for a mentoring support package to improve their p8 by the end of year 11.	PP and non PP gap is too large in terms of outcomes. As a result, a targeted group intervention could ensure that this could be rolled out, if successful for, all pp students next academic year.	Students involved in pilot study to have a P8 of 0 or above.	NS	One year review based on impact	
PP year 11 support with applications	PP students at risk of being NEETs targeted for support with	Attendance and progress checks indicated that some PP students had become disengaged when they were	Students complete applications for sixth form/college and attendance improves.	CK	One year review based on impact	

	applications at each stage.	undecided about next steps. Having a clear plans for sixth form/college mean that pupils are aware of requirements for preferred courses.				
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**iii Whole school strategies**

<b>Intended outcome</b>	<b>Chosen action and approach</b>	<b>What is the evidence and rationale</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Expected length of strategy When will this be reviewed?</b>	<b>Costs</b>
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>Improve staff absence rate to reduce the number of cover teachers required and therefore make the learning experience more positive throughout the year.</p>	<p>2018-19 – academy average 88.6%, PP 86.1%.</p> <p>Attendance remains a significant challenge for the academy.</p> <p>The Academy acknowledges the need for a continued drive on attendance and is continuing its work using the SOL consultancy.</p> <p>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</p>	<p>94%</p> <p>Communication logs are complete in order for EWO and legal work to be more successful.</p> <p>Dedicated person/ people to complete home visits every morning.</p> <p>Less staff have time off and are teaching children.</p>		2 years	<p>Dedicated ALT support.</p> <p>51% ALT 2: £94,347 51%</p> <p>Attendance team: £74,389 Support staff home visits</p>

					<b>TOTAL COST</b>	<b>£620,655</b>

**7. Additional detail** *(include contextual information)*

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