

Pupil premium strategy statement (secondary)

1. Summary information					
School	St Aidan's Church of England Academy				
Academic Year	2016/17	Total PP budget	£233,995	Date of most recent PP Review	n/a
Total number of pupils	446	Number of pupils eligible for PP	248	Date for next internal review of this strategy	Jun 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)	22.2%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	34.5% / 39.3%	75.8% / 73.4%
Progress 8 score average	-1.30	0.12
Attainment 8 score average	32.06	52

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Achievement gaps between disadvantaged and non-disadvantaged students
B.	High attaining pupils who are eligible for PP are making less progress than other students in English Year 11.
C.	Low attaining pupils who are eligible for PP are making less progress than other students in Maths in Year 11.
D.	Literacy skills for students eligible for PP are lower than that of other students which prevents them from making good progress in KS3
E.	Progress gaps between SEN disadvantaged and non-SEN disadvantaged students

External barriers (issues which also require action outside school, such as low attendance rates)

F.	Attendance rates for pupils eligible for PP are 93% (below the target of 95% for all students). This reduces their school hours and causes them to make less than the desired rate of progress.
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4. Desired outcomes (desired outcomes and how they will be measured)

	Success criteria
A.	Ensure that the support provided to PP students is appropriate and further closes the gap to non-PP students
	Students recorded as below expected progress make at least expected progress by the end of the academic

		year
B.	Ensure the support provided to higher attaining pupils eligible for PP in Year 11 English is appropriate and further closes the gap to non-disadvantaged high attaining students	Pupils eligible for PP identified as high attaining from 2017 results (internal and external) show gaps in progress have narrowed.
C.	Ensure the support provided to lower attaining pupils eligible for PP in Year 11 Maths is appropriate and further closes the gap to non-disadvantaged high attaining students	Pupils eligible for PP identified as low attaining from 2017 results (internal and external) show gaps in progress have narrowed.
D.	Literacy skills for students eligible for PP are lower than that of other students which prevents them from making good progress in KS3	Pupils eligible for PP in Year 7 make progress in line with 'other' pupils so that all meet expected targets. This will be evidenced using Lexia assessments and English written assessments during Autumn 1&2, Spring 1&2 and also Summer 1&2 assessments.
E.	Ensure that the support provided to the PP students on the SEN register is appropriate and further closes the gap to non-SEN	2017 results (internal and external) show the gaps in progress are closing
F.	Improved attendance for pupils eligible for PP.	Overall attendance for students eligible for PP increases in line with non-PP students

5. Planned expenditure

Academic year

2016/17

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

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?
A. Ensure that the support provided to PP students is appropriate and further closes the gap to non-PP students impact	Assessment Books and PAIR marking stickers	Providing students with high quality feedback to support their learning and enable them to make expected or above expected progress	Robust QA of teaching and learning including book scrutinys, observations and drop-ins	SGE (VP for Teaching and Learning) Heads of Department	Half termly
	Journals	All students are issued with a student journal to help organise their work and act as a form of communication between school and home	Journals are checked weekly by form tutors and Heads of Year will also QA the use of them	Form Tutors Heads of Year	Half termly
	Equipment	All students are issued with a pencil case, pen, ruler and pencil to help with their presentation skills and to help improve their pride with their work. Mini white boards in every classroom	Daily checks during line ups three times a day. Robust QA of teaching and learning through observations and drop-ins	PSN (VP for Behaviour and Attendance) SGE (VP for Teaching and Learning) Heads of Department	Half termly

<p>C. Ensure the support provided to lower attaining pupils eligible for PP in Year 11 Maths is appropriate and further closes the gap to non-disadvantaged high attaining students</p>	<p>Employ a TA in Maths Employ 2 Maths teachers with TLR responsibilities</p>	<p>Targeted support, especially for groups of students with low attainment on entry allows for extra support in lessons and in small groups.</p> <p>Increase time for staff to rewrite and implement new SOW.</p> <p>Increase time for teachers to track progress and implement interventions where necessary</p>	<p>QA of teaching and learning. Student outcomes in Year 11.</p> <p>Quality of SOW, compare with other schools locally</p>	<p>SGE (VP for Teaching and Learning) DSY (Head of Maths)</p>	<p>Every assessment cycle (6 times per year)</p>
<p>B. Ensure the support provided to higher attaining pupils eligible for PP in Year 11 English is appropriate and further closes the gap to non-disadvantaged high attaining students</p>	<p>Employ a TA in English</p>	<p>Targeted support and intervention allows for extra support in lessons through small group work.</p>	<p>QA of teaching and learning. Student outcomes in Year 11.</p>	<p>SGE (VP for Teaching and Learning) LLR (Head of English)</p>	<p>Every assessment cycle (6 times per year)</p>
<p>D. Literacy skills for students eligible for PP are lower than that of other students which prevents them from making good progress in KS3</p>	<p>Purchase and effectively use Lucid, Lexia and Accelerated reader in KS3 Employ a designated Literacy teacher</p>	<p>Accelerated Reader was shown to have a positive impact on students' literacy in an independent study.</p>	<p>SENCO and Head of English to QA teaching and learning.</p>	<p>SENCO (KFN)</p>	<p>Every assessment cycle (6 times per year)</p>

F. Improved attendance for pupils eligible for PP	Attendance Officer employed to monitor students attendance, contact parents/carers and conduct home visits when necessary	Students cannot make adequate progress if they are not at school.	Attendance Officer to work closely with HoY, Head of Upper and Lower school as well as VP for Behaviour and Attendance	HoY Head of Upper and Lower School (RWS and VML) PSN (VP for Behaviour and Attendance)	Half termly reports
Total budgeted cost					£156,517
ii. Targeted support					
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?
Ensure that the support provided to the PP students on the SEN register is appropriate and further closes the gap to non-SEN	Employ a SENCO on the leadership scale	Extra assistance available for SEN students	The SENCO will monitor students who require additional support in lessons.	SENCO (KFN)	Every assessment cycle (6 times per year)
Total budgeted cost					£52,239
iii. Other approaches					
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?
Improved attendance for pupils eligible for PP.	Employ a TA to work with students at risk of exclusion in our School within a School	Increase attendance rates through the reduction of Fixed Term Exclusions Provide students who are at risk of exclusion with additional support through small group work.	The VP for behaviour and attendance will monitor students who access the SWAS provision to ensure that their attendance rates improve	PSN (VP for Behaviour and Attendance)	Half termly attendance reports
Total budgeted cost					£23,776

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase PP attendance rates	Attendance Officer employed to monitor students attendance, contact parents/carers and conduct home visits when necessary	Whole school attendance increased from 90.57% in 2014/15 to 94.22% in 2015/16. PP attendance increased from 85.54% in 2014/15 to 92.94% in 2015/16	Following the improved results the same arrangement is in place for 2016/17.	£24,440
To reduce the number of Fixed Term Exclusions	Create an on-site School Within A School to reduce the number of Fixed Term Exclusions and Permanent Exclusions	Fixed Term Exclusions were reduced by over 100 in 2015/16 compared to 2014/15. Attendance figures have also improved – see above.	Following the improved results the same arrangement is in place for 2016/17. Systems and procedures have been tightened in School Within a School with 2 separate rooms. One for students accessing SWAS and one for students in Inclusion. Construction costs were only for the one year.	£102,422 (construction) £52,552 (staffing)
Improve Literacy in Year 7	Use Lucid, Lexia and Accelerated reader in Year 7	62% of all Year 7 students made expected or more progress in Year 7 last year 56% of Disadvantaged students made expected or better progress last year compared with 59% nationally.	Following the successful implementation of Literacy intervention and support in Year 7 last year the programme will now be rolled out to Year 8 and 9 as well.	£6,598

To narrow the gap in Maths and English

Make PP a school wide priority. Seating plans / marking / rewards all enabling disadvantaged students make expected progress in English and Maths.

Year 11

5% gap between PP and full cohort (for A*-C including English and Maths)
8% gap between PP and non-PP cohort (for A*-C including English and Maths)
-0.1 gap between PP and full cohort for P8 for students educated on site.
-0.2 gap between PP and full cohort for P8 in English
0 gap between PP and full cohort for P8 in Maths

Year 10

Grade 4 and above in Year 10 English mocks:
21% Full cohort
16% PP
Grade 4 and above in Year 10 Maths mocks:
59% Full cohort
44% PP

Year 9 – Expected Progress 2014/15

	Maths	English
Full cohort	44%	19%
Non-PP	52%	21%
PP	32%	16%

Year 8 – Expected Progress 2014/15

	Maths	English
Full cohort	65%	50%
Non-PP	67%	51%
PP	60%	47%

Year 7 – Expected Progress 2014/15

	Maths	English
Full cohort	55%	62%
Non-PP	63%	71%
PP	50%	56%

Gaps have closed although the rate of progress for all students can be higher.

Use of robust interventions and QA from HoD and SLT required to close the gap further.

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

