

Pupil premium strategy statement (secondary)

1. Summary information					
School	St Aidan's Church of England Academy				
Academic Year	2018/19	Total PP budget	£246,000	Date of most recent PP Review	09/2018
Total number of pupils	421	Number of pupils eligible for PP	219	Date for next internal review of this strategy	09/2019
2. Current attainment					
	Pupils eligible for PP 68 cohort (2017 in red)	Pupils eligible for PP 77 cohort (2017 in red)	Pupils not eligible for PP (2017 national average)		
% achieving Grade 4+ in Eng and Maths	42% (32%)	34% (32%)	63%		
% achieving Grade 5+ in Eng and Maths	18% (7%)	15% (7%)	42%		
Progress 8 score average	-0.52 (-0.8)	-0.94 (-0.8)	+0.13		
Attainment 8 score average	38.18 (33)	31.46 (33)	46		
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.	Attainment and progress gaps between disadvantaged students and the national average still exist				
B.	Progress gaps between SEN disadvantaged and non-SEN non-disadvantaged students				
External barriers (issues which also require action outside school, such as low attendance rates)					
C.	Attendance rates for pupils eligible for PP are 93.06% (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.				
4. Desired outcomes (desired outcomes and how they will be measured)				Success criteria	
A.	That the attainment and progress gaps of PP students continues to narrow compared to national averages.			Validated Progress 8 score for disadvantaged students in line with national average for 'other' students	

B.	Ensure that the support provided to the PP students on the SEN register is appropriate and further reduces the gap to non-SEN.	2019 results (internal and external) demonstrate that PP-SEND students make more than expected progress			
C.	Improved attendance for pupils eligible for PP.	Overall attendance for students eligible for PP increases in line with national average.			
5. Planned expenditure					
Academic year	2018/19				
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?

<p>A. That the attainment and progress gaps of PP students continues to narrow compared to national averages.</p>	<p>Employ an Assistant Principal in Maths with whole school responsibility for Interventions</p>	<p>Spending on improving teaching, including through recruitment and retention, has been evidenced to show maximum impact in closing the attainment gap</p> <p>Ensuring an effective teacher is in front of every class is the key ingredient of a successful school.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.</p> <p>(Evidence: Education Endowment Foundation guide to the Pupil Premium June 2019)</p>	<p>CHN to teach a range of Maths classes across both Key Stage 3 and 4, including all Yr11 high ability Maths students.</p> <p>CHN to QA interventions across all subjects following each Assessment Point</p>	<p>CHN (Assistant Principal for Interventions)</p> <p>CHN</p>	<p>Half termly</p>
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	<p>Improve reading ages of all students through the DEAR (Drop Everything and Read) program</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and should involve activities and texts that provide an effective challenge.</p> <p>(Evidence: EEF – Reading Comprehension Strategies)</p>	<p>DEAR lessons timetabled weekly into Yr7 and 8 Curriculum model.</p> <p>All students to carry a reading age appropriate book with them every day.</p> <p>The learning Resource Centre to be stocked with a range of engaging and challenging books for readers of all ages.</p> <p>20-minute DEAR timetabled weekly for all students in Yr7-10</p> <p>All students' reading ages assessed online at least twice in the academic year</p>	<p>SGE (VP for Teaching and Learning) LLR (Literacy Co-ordinator)</p> <p>All staff</p> <p>LLR</p> <p>LLR</p> <p>SGE</p>	<p>Termly</p>
	<p>Utilise consultants and subject experts to drive up attainment and progress of all PP students</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Utilising PP funding to improve teaching not only benefits students eligible for PP funding but also has a positive impact for all students.</p> <p>(Evidence: EEF guide to the Pupil Premium June 2019)</p>	<p>Meetings with VP for Teaching and Learning</p> <p>Robust QA of teaching and learning including book scrutiny's, observations and drop-ins</p>	<p>SGE</p> <p>Heads of Department/middle leaders</p>	<p>Weekly</p>

	<p>Assessment Books and PAIR marking stickers</p>	<p>Providing high-quality feedback to pupils is integral to effective teaching. Gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <p>(Evidence: Embedding Formative Assessment (SSAT) and The Anglican Schools Partnership for Effective Feedback)</p>	<p>Robust QA of teaching and learning including book scrutinys, observations and drop-ins</p>	<p>SGE (VP for Teaching and Learning)</p> <p>Heads of Department</p>	<p>Half termly</p>
	<p>Journals</p>	<p>All students are issued with a student journal to help organise their work and act as a form of communication between school and home.</p> <p>Efforts to improve teaching must run alongside other strategies which tackle wider barriers to learning.</p> <p>(Evidence: EEF guide to the Pupil Premium June 2019)</p>	<p>Journals are checked weekly by form tutors and Heads of Year will also QA the use of them</p>	<p>Form Tutors Heads of Year</p>	<p>Half termly</p>

	Equipment	<p>All students are issued with a pencil case, pen, ruler, pencil, highlighter and mini-white board pen to help with their presentation skills and to help improve their pride with their work.</p> <p>Many of the most effective ways to raise the attainment of disadvantaged children will also benefit other students.</p> <p>(Evidence: EEF guide to the Pupil Premium June 2019)</p>	<p>Daily checks during line ups three times a day.</p> <p>Robust QA of teaching and learning through observations and drop-ins</p>	<p>All staff</p> <p>SGE/SLT Heads of Department</p>	<p>Half termly</p>
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<p>C. Improved attendance for pupils eligible for PP</p>	<p>Attendance Officer employed to monitor students' attendance, contact parents/carers and conduct home visits</p> <p>Increase the 'message' of the importance of attendance through social media, daily line ups, tutor groups, action plans and rewards on a weekly and termly basis</p>	<p>Students cannot make adequate progress if they are not at school.</p> <p>Reward good attendance and create a competitive culture to drive up attendance</p> <p>(Evidence: 'The link between absence and attainment at KS2 and KS4' DfE report 2015)</p>	<p>Academy Instagram account celebrates and advertises Attendance weekly.</p> <p>Weekly form tutor competition for early lunch on Fridays.</p> <p>Weekly randomiser for students with 100% weekly attendance.</p> <p>Termly reward trips for students with 100% termly attendance</p> <p>Attendance message publicised and celebrated 3 times a day in line ups.</p> <p>Action plans for students who are, or a are at risk of PA.</p> <p>Daily home visits from Attendance Officer for non-attendeess.</p> <p>Termly report to Board of Trustees</p>	<p>PSN (VP for Behaviour and Attendance)</p> <p>PSN</p> <p>PSN</p> <p>PSN</p> <p>PSN</p> <p>PSN</p> <p>Attendance Officer</p> <p>PSN</p>	<p>Daily and weekly reports</p>
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	<p>Employ a SWAS (School Within A School) Manager to work with students at risk of exclusion.</p>	<p>Evidence shows that behaviour interventions aimed at developing a positive school ethos or improving discipline across the whole school can result in improved attendance and greater engagement in learning.</p> <p>(Evidence: EEF – Behaviour Interventions)</p>	<p>Provide students who are at risk of exclusion with additional support through small group work to ensure both Fixed Term Exclusions and Permanent Exclusions of PP students is reduced.</p> <p>Ensure appropriate support from class teachers is in place following reintegration into main stream lessons for students who have accessed SWAS</p> <p>Monitor students who access the SWAS provision to ensure that their attendance rates improve.</p>	<p>SWAS Manager</p> <p>PSN</p> <p>PSN</p>	<p>Half termly attendance reports and at the end of each SWAS cycle</p>
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Total budgeted cost					£140,000
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?
B. 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 Employ short term supply Teaching assistants	Evidence suggests that TAs can have a positive impact on academic achievement. (Evidence: EEF – Teaching Assistants) Bespoke support for students entitled to readers or scribes from designated TAs significantly improved progress in 2018 for SEND-PP students. (Evidence: 2018 KS4 published results)	SENCO will monitor students and interventions	SGE	Every assessment cycle (3 times per year)
Total budgeted cost					£106,000