

Pupil Premium Strategy Statement: The Samworth Church Academy

Policy Information

Named personnel with designated responsibility

Academic Year	Director of Deep Experience	PP Deeps Leader
2018/19	Chris Vallance (CVA)	Jonathan Walsh (JWA)

Policy Review Dates: (Frequency of Review: Annually)

Review Date	Changes Made	By whom:
February 2019	Policy Reviewed	Chris Vallance/Jonathan Walsh

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Introduction

Pupil premium is an additional funding grant for publicly funded schools in England given to raise the attainment of disadvantaged pupils of all abilities and to diminish the differences between them and their peers.

Evidence of What Works

The Education Endowment Foundation has produced a teaching and learning toolkit to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its families of school toolkit helps teachers learn about effective practice from similar school. It has also produced an evaluation toolkit to help schools measure the impact of the approaches they are using.

Information can be found on schools that have been recognised for their successful use of the premium on the Pupil Premium Awards website.

Pupil Premium Reporting

We must publish a strategy for the school's use of the pupil premium.

For the current academic year, we must include:

- our school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how we'll spend the pupil premium to address those barriers and the reasons for that approach
- how we'll measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, we must include:

- how we spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information we publish online should refer to the academic year, as this is how parents understand the school system.

Strategy Statement

1. Summary information					
School	The Samworth Church Academy				
Academic Year	2018/19	Total PP budget	260, 865	Date of most recent PP Review	June 2018
Total number of pupils	1127	Number of pupils eligible for PP	300	Date for next internal review of this strategy	Feb 2020

2. Current attainment				
	<i>Pupils eligible for PP 2018</i>	<i>Pupils eligible for PP 2017</i>	<i>Pupils not eligible for PP National Average 2018</i>	<i>Pupils not eligible for PP National Average 2017</i>
Progress 8 score average	-0.82	-0.27	-0.18	0.11
Attainment 8 score average	31.08	37.04	45.49	49.51
P8 Score Maths	-0.43	-0.35		
P8 Score English	-0.83	-0.79		

A.	
B.	
C.	
D.	
	<i>How is this going to be measured?</i>
A.	STAR reader data, Lexia program and current attainment data indicate equal rates of improvement.
B.	The gap between pupils eligible for PP identified (from KS2 levels / raw scores) is equitable to other KS2 profiles.
C.	Monitoring of behavioural points by learning managers, GHE and DBR.
D.	Attendance data tracking and monitoring by SBA.
Academic year	

Desired outcome	Chosen action/approach	How will you ensure it is implemented well and measure impact?	Staff lead	When will you review implementation?
A. Equal literacy improvement and attainment for non-pupil premium and pupil premium students	All students in Years 7 and 8 follow a disparate literacy curriculum, 1 hour a week, within English curriculum time.	<p>CST and EXEC' learning walks into literacy lessons.</p> <p>Monitoring of Year 7-8 English CPI data.</p> <p>Monitoring of '100 milestone' reading score tracker (via CVA/CST line management)</p>	<p>CST/CHU</p> <p>EXEC</p> <p>CVA/CST</p>	Feb' 2020
B. Improved rates of progress across Key Stage 4 and subjects for pupils eligible for PP.	Streamlined and documented focus on middle leadership using performance data to prompt and monitor strategic interventions/modifications to teaching in classrooms (via RAG meetings and line management)	<p>Robust line management of team leaders (monitoring in-house gap of these cohorts across subject areas), with a half-termly focus on performance data.</p> <p>RAG meetings to be focused on PP students intermittently.</p> <p>In house gaps to diminish across all subjects, or improve in current areas of strength.</p>	<p>EXEC</p> <p>CVA</p> <p>JWA</p>	Feb' 2020
B. Improved rates of progress across all key stages and subjects for pupils eligible for PP.	Focus on improving T&L strategies for all (investment in CPD in engaging T&L and supporting collaborative structures within lessons).	T&L RAG	<p>IJA & CBE</p> <p>Exec'.</p>	Feb' 2020

B. Improved rates of progress across all key stages and subjects for pupils eligible for PP	JWA focus 21 programme – including assertive mentoring of PP students by tutors, parental meetings and PP Y11 information evening.	Through JWA LM meetings and review of half termly Y11 data analysis	CVA and IJA	
A. PPr students have a higher rate of C4, resulting in absence from lessons.	Whole school focus on BFL strategy training during CPD time, with an expectation of BFL improvement to particularly engage challenging boys in the classroom environment. Effective use of the PLC prompted by systematic weekly monitoring of the consequences system.	Learning walks and observation of behavioural data in Exec meetings. T&L RAG	EXEC' and GHE/DBR	Half-termly
£0				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>B. Improved rates of progress across all key stages and subjects for pupils eligible for PP.</p>	<p>121 and small group provision within English and maths at KS4. 121 interventions for underachieving students in year 7.</p> <p>£80,000</p>	<p>Data tracking of these students to monitor and measure impact with RAG meeting.</p>	<p>CST/DMU CVA/JWA Pupil Premium Coordinators</p>	<p>Half-termly.</p>
<p>A. Equal literacy improvement and attainment for non-pupil premium and pupil premium students</p>	<p>More focused delivery of Lexia program. Increased training on software for non-specialist teachers who are delivering this outside of specialism.</p> <p>STAR reading tests to underpin this and to allow for monitoring of RA improvement. Lexia: £30,000 (3 year cost) AR: £13,000</p>	<p>Lexia learning walks.</p> <p>Separate classes created to accommodate Lexia students in quiet, dedicated learning environment.</p> <p>Termly analyses of STAR reading age data, in addition to analyses of English CA in relation to Lexia users.</p>	<p>CST/CVA</p>	<p>Feb' 2020</p>
<p>B. Improved rates of progress across all key stages and subjects for pupils eligible for PP.</p>	<ul style="list-style-type: none"> • Careers Ready targeted program; • NEET Prevention program • Year 10 Careers Local project • JP Morgan pilot scheme <p>Teacher/student mentoring, providing students with personal guidance tailored to their career and university choices.</p>	<p>Student Voice</p> <p>Review of careers trackers</p> <p>Study of leaver's destination data, hopefully demonstrating increased uptake of university places from students eligible for Pupil Premium.</p>	<p>CVA BGO/DSA JWA</p>	<p>August 2019</p>

£123,000

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates for pupils eligible for FSM Ever 6.	<p>Significant increase in focus on Pupil Premium student attendance.</p> <p>Weekly monitoring of Ppr student attendance, including additional interventions (for students and families), such as involvement of community services, community engagement and outreach events, in addition to staff attendance mentors.</p> <p>Education Welfare Officer continues to lead attendance team, to challenge and support children and families with attendance issues including signposting and involving outside agencies where appropriate.</p> <p>Educational Welfare Officer (EWO) Salary £38,858.00</p>	Data tracking of these students to show impact of the monitoring and intervention.	SBA (EWO), DBR And JWA.	Feb 2020
B. Improved rates of progress across all key stages and subjects for pupils eligible for PP.	Systematic tracking of PP student progress via half termly data reports	Half termly monitoring by PPR co-ordinator and Strategic Director of Deep Experience (CVA)	JWA CVA	Half-termly

£ 38,858				

3. Review of expenditure				
Previous Academic Year		2017/18		
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
A. Equitable literacy improvement for non pupil premium and pupil premium students in years 7, 8 and 9.	Lexia program engagement for all students who are reading at an a year below expected standards for their age, or below. STAR reading tests to underpin this and to allow for monitoring of improvement. Lexia: £30,000 AR: £13,000	<p>Year 8 2017/18 English current attainment indicator (against EAP): NPpr: +0.5 Ppr: +0.4* (The whole year group shows a gap of -0.3)</p> <p>Year 9 2016/17 English current attainment indicator (against EAP): NPpr: +0.0 Ppr: -0.1 (The whole year group shows a gap of -0.4)</p> <p>Indicating significant success in diminishing the gap between Ppr and NPpr for those who took part in Lexia.</p>	<p>Lexia has made significant impact on the English current attainment of Ppr students, so we will continue with this.</p> <p>Lexia delivery team need to have more training on using the Lexia software.</p> <p>We will certainly continue with this approach, but streamline it to the most needy readers.</p>	£43,000
A. Equitable literacy improvement for non pupil premium and pupil premium students in years 7, 8 and 9.	<p>Focus on engaging boys within the English curriculum and in the text selection throughout the literacy curriculum. Whole school drive to raise profile of reading, targeted at boys.</p> <p>Purchase of set of 'Here I stand' texts. £450. WBD: large event aimed at whetting the appetite of male readers.</p>	<p>We need to continue to work to raise the engagement with reading for boys.</p> <p>Students and staff anecdotally recall the WBD as a positive event, but we need to find a way to improve the frequency and measurability of such events.</p>	<p>Reading initiatives are planned to sharpen this approach and give us the capacity to track this kind of intervention in a more focussed manner.</p> <p>We're going to build on this and continue to raise the profile of reading with a literacy departmental event.</p>	£0
ii. Targeted support				

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
B. Improved rates of progress across all key stages and subjects for high attaining pupils eligible for PP.	121 and small group provision within English and maths at KS4.	Unable to find pupil lists for last year's one to one cohort	Continue with this strategy and increase its usage by adding to the 121/small group delivery team.	£80000

<p>B. Improved rates of progress across all key stages and subjects for high attaining pupils eligible for PP.</p>	<p>Careers Ready targeted program;</p> <p>Sixth Form PP events to ensure PP students have equal access to university information and engagement.</p> <p>Teacher/student mentoring, providing students with personal guidance tailored to their career and university choices. Regular reviewing of individual progress and guidance given on how to improve.</p> <p>Nottingham Trent University Raising Aspirations programme to be introduced to all year groups</p>	<p>Difficult to measure quantitatively throughout KS3 &4: qualitative accounts suggest positive engagement. Only two year 11 PP students were noted as NEET in the first October data return.</p> <p>72% of Pupil Premium year 13 leavers (13/18) went on to higher education.</p> <p>Students cite a positive experience, and we developed supporting frameworks of the mentoring program. Stronger accountability measures need to be introduced to ensure the mentoring is supported fully.</p> <p>Difficult to measure quantitatively throughout KS3&4: qualitative accounts suggest positive engagement.</p>	<p>Create official student voice monitoring strategy to ensure we get the roll out of this right. Find additional ways of measuring this impact.</p> <p>All year 13 leavers to be scrutinised, not just a focus on PP learners.</p> <p>We will continue but provide a more robust support and challenge framework for the mentors.</p> <p>We will continue, and consider other university institutions to broaden our offering.</p>	
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iii. Other approaches

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
C. Increased attendance rates	Education Welfare Officer appointed to lead attendance team, to challenge and support children and families with attendance issues including signposting and involving outside agencies where appropriate.	<p>2018/19: PPr 88.3% v nPPr 95.2%</p> <p>2017/18: Ppr 89% v 95%</p> <p>The gap remains largely similar, so we did not meet our success criteria. This remains an issue.</p>	<p>More focussed intervention work to re-engage pupil premium students at risk of low attendance.</p> <p>See planned Other Approaches for this year's planned expenditure.</p>	EWO £38,858
B. Improved rates of progress across all key stages and subjects for mid attaining pupils eligible for PP.	War Room: Close Tracking & Monitoring of PP students, using EAP residual scores, with faces and names.	No more than -0.3 progress gap between PP and non-pp students. This gap was not met as it was -0.64.	This approach will be done via the new centralised RAG document and RAG meetings. Periodically they will focus on PP students. However, all students will be a focus of every RAG meeting.	£0

<p>A. PPr students have a higher rate of C4, resulting in absence from lessons.</p>	<p>Whole school focus on BFL strategy training during CPD time, with an expectation of BFL improvement to particularly engage challenging boys in the classroom environment.</p>	<p>PP students still have a much higher rate of C4 sanctions. In 2017/18 this figure was....</p>	<p>More individual intervention needed with students via parent meetings and assertive mentoring. These initiatives to be implemented vigorously during the 2019/20 academic year.</p>	<p>£0</p>
<p>B. Improved rates of progress across all key stages and subjects for mid-attaining pupils eligible for PP.</p>	<p>Focus on improving T&L strategies for all (investment in CPD in engaging T&L, on improving Oracy and supporting collaborative structures within lessons). £6500 investment in oracy training. £2000 Amjad Ali CPD investment.</p>	<p>80% of lessons grade as 'good' or better during 2017/18 learning walk. However, overall progress residual was -0.35 and for PP students was -0.82. This highlights the impact of wave 1 teaching.</p>	<p>A more robust teaching and learning RAG has now been developed. This will focus on marking and feedback and involve Executive line managers staying in lessons for longer periods of time.</p>	<p>£0</p>

4. Additional detail

The above funding and provision information is in addition to full investment in improving T&L standards, and in improving leadership and management for the delivery and deployment of the strategies to improve attainment for all.

The 2018 TSCA disadvantaged students' average Progress 8 score was -0.82 compared to -0.3 in 2017. We are not pleased with this progress, and continue to strive to completely reduce our in-house gap, and to bring our Pupil Premium performance in line with national non-pupil premium standards.