

Acle Academy Pupil Premium Strategy 2017 – 2018

1. Summary information					
School	Acle Academy				
Academic Year	2017 / 2018	Total PP budget	£96, 305	Date of most recent PP Review	Sept 2017
Total number of students	450	Number of students eligible for PP	126	Date for next internal review of this strategy	Nov 17

	Year 7	Year 8	Year 9	Year 10	Year 11	Whole school
Number on roll	29	15	29	29	24	126
Percentage	28%	23%	30%	30%	28%	28%

1. Previous Academic Year Attainment & Progress 2016 - 2017		
Year 11 2016 – 2017	Students eligible for PP	Students not eligible for PP
% achieving 9 - 5 in E/M	17%	43%
English Progress	-0.7	+0.32
Mathematics Progress	-1.09	-0.23
Progress 8 score average	-1.19	-0.03
Attainment 8 score average	34.53	49.75
2. Barriers to attainment (for current students eligible for PP)		
In-school barriers		
	Poor literacy levels	

	Poor numeracy and arithmetic skills				
	Personal Development Behaviour and Welfare issues among disadvantaged students				
External barriers					
D.	Attendance of disadvantaged students was 92.2% compared to 95.5% of non-disadvantaged (Academic year 2016-2017)				
E.	Persistent Absentee (at 10%) was 16.5% for disadvantaged students compared to 7.3% for non-disadvantaged (Academic year 2016-2017)				
F.	Do develop aspirations of disadvantaged students				
3. Desired outcomes			Success criteria		
	To improve outcomes in English for disadvantaged students		Improvement in tracking grades and P8 score of 0 or higher		
	To improve outcomes in Maths for disadvantaged students		Improvement in tracking grades and P8 score of 0 or higher		
	To improve attendance of disadvantaged students		Attendance is in line with national at 96%		
	To improve levels of well-being/mental health		Specific issues addressed. Lower referral rates. Attendance rates increase. Student voice/ Engage workshops / student surveys		
	To raise the aspirations of disadvantaged students		Post-16 study and entries to university.		
4. Planned expenditure					
• Academic year		2017 - 2018			
The three headings below enable schools to demonstrate how they are using the Student 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	Review date and cost

To improve outcomes in English for disadvantaged students	English Literacy Strategy	Staff costs to introduce a literacy lead in English and lead small group intervention. This will improve literacy throughout the school and increase pupil premium contact time.	Regular fortnightly meetings as an intervention team to discuss progress. Effective line management via head of department.	CHA	End of academic year. Cost: £8,000
To improve outcomes in English and Maths for disadvantaged students	Literacy / Numeracy resource budget	Funding for additional resources for maths and English progress tutors such as photocopying.	Monitor costs and effective line management.	JDA	End of academic year: Cost: £1,000
				Total	£9,000
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	Review date and cost
To improve outcomes in English for disadvantaged students	English intervention at KS3	The Education Endowment Foundation (EEF) suggests that small group intervention can lead to up to 4 months progress for a moderate cost. Many students who have previously received 'Catch-up' are pupil premium students and still require support throughout KS3. Evidence will be from the impact of literacy programmes and seeing an improvement in tracking data. This will be aiming for 2 sub-grades of progress per year and minimum 3 grades of progress over 5 years.	Regular meetings between all stakeholders. Have a staff lead within the English department to co-ordinate intervention. Half-termly post-tracking analysis conducted at KS4 and termly at KS3.	KKI	End of academic year: Cost: £8,000

To improve outcomes in Maths for disadvantaged students	Maths intervention at KS3	<p>The EEF suggests that small group intervention can lead to up to 4 months progress for a moderate cost. Many students who have previously received 'Catch-up' are pupil premium students and still require support throughout KS3.</p> <p>Evidence will be from the impact of numeracy programmes and seeing an improvement in tracking data. This will be aiming for 2 sub-grades of progress per year and minimum 3 grades of progress over 5 years as stated above.</p>	Regular meetings between all stakeholders. Have a staff lead within in the maths department to co-ordinate intervention.	KKI	<p>End of academic year:</p> <p>Cost: £8,000</p>
To improve outcomes in English for disadvantaged students	English progress tutor	<p>The school will appoint a fulltime English progress tutor to work with small groups of disadvantaged students in every year group. The EEF suggests that small group intervention can lead to up to 4 months progress for a moderate cost. The progress tutor can also mentor KS4 disadvantaged students which the EEF suggests can add an extra one month of progress. Evidence will be from the Progress Tutor tracking sheets.</p>	Regular meetings between all stakeholders. Have a staff lead within in the English department to co-ordinate intervention.	AWE / JDA	<p>End of academic year:</p> <p>Cost: £21,500</p>
To improve outcomes in Maths for disadvantaged students	Maths progress tutor	<p>The school will appoint a fulltime Maths progress tutor to work with small groups of disadvantaged students in every year group. The EEF suggests that small group intervention can lead to up to 4 months progress for a moderate cost. The progress tutor can also mentor KS4 disadvantaged students which the EEF suggests can add an extra one month of progress. Evidence will be from the Progress Tutor tracking sheets.</p>	Regular meetings between all stakeholders. Have a staff lead within in the maths department to co-ordinate intervention.	MFM / JDA	<p>End of academic year:</p> <p>Cost: £21,500</p>

To improve outcomes in English and Maths for disadvantaged students	Student PiXL Conferences	The school plans to attend the English and Maths PiXL student conferences. The Y11 disadvantaged students will be taken free of charge included transportation costs.	Liaise with PiXL on the content and whether the lecture style approach will suit all students. Considering latest data to make sure all students can access the support. Take teaching assistants to support students.	JDA	End of academic year: Cost: £2,000
To improve outcomes in Maths for disadvantaged students	Maths Whizz	The school will purchase 60 licences to maths whizz for disadvantaged students. The EEF suggests that the use of digital technology can lead to up to 4 months progress for a moderate cost.	Carefully monitor tracking data of selected students vs a control group for comparison.	KKI	End of academic year: Cost: £2,663
To improve outcomes in English for disadvantaged students	Fresh Start reading programme	Purchase fresh start to continue to close the literacy gap with KS3 students. The EEF suggests that phonics can lead to up to 4 months progress for a moderate cost.	Carefully monitor reading age and improvements of students taking part.	KKI	End of academic year: Cost: £1,500
To improve outcomes in English and Maths for disadvantaged students	Establish 'Connect' & 'Elevate' learning hubs.	The EEF suggests that small group intervention can lead to up to 4 months progress for a moderate cost. The creation of these learning hubs will give a base for the progress tutors to lead intervention from and also create a drop-in centre for students to use.	Carefully monitoring by LT. Carefully timetable for progress tutors to work with bespoke disadvantaged students.	HWA	Cost: £5,000

					Total	£70,163
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	Review date and cost	
To improve outcomes for disadvantaged students.	Revision guides, resources & equipment (including uniform).	Making sure all student premium students have revision guides and resources for lessons. For example, provide GCSE students with all the study guides they need. Providing equipment for maths such as calculators or ingredients for food tech. This also covers helping assist families with costs for the new uniform.	Keep a list of all students that have had equipment assistance and order all GCSE revision guides for disadvantaged students. Order forms signed off by JDA/HWA.	JDA/HWA	End of academic year: Cost: £4,000	
To improve outcomes for disadvantaged students.	Additional transport for after-school intervention	Cost of running buses for 6PT and taxis to outlying areas. The EEF suggests that evidence indicates that, on average, students make two additional months' progress per year from extended school after school programmes.	Keep register for all extended periods to monitor tracking data of those that attend vs those that do not.	SWI	End of academic year: Cost: £1,000	
To improve attendance of disadvantaged students	Attendance monitoring and strategy	Attendance is still a key area of focus. Contribution to staffing costs and resources for attendance strategy. Attendance of disadvantaged students was 92.2% compared to 95.5% of non-disadvantaged (Academic year 2016-2017).	SLT lead to carefully monitor attendance figures and work closely with attendance officer to take swift action.	NBL	End of academic year: Cost: £3,000	

To improve levels of well-being/mental health	Engage	A large number of disadvantaged students frequent Engage and require the PDBW support it offers. The EEF suggests that behaviour intervention can lead to up to 4 months progress for a moderate cost and states that, 'Reducing challenging behaviour in schools can have a direct and lasting effect on students' learning'. (Education Endowment Foundation 2017).	Database with targeted intervention monitored weekly.	NBL	End of academic year: Cost: £3,000
To improve levels of well-being/mental health	Benjamin Foundation	Many disadvantaged students require the use of the counselling offered by the Benjamin foundation. 20% of the total cost has been used from the budget to mirror the use by disadvantaged students. The EEF state that interventions which target social and emotional learning seek to improve attainment by improving the social and emotional dimensions of learning. This can help progress by up to 4 months.	Member of SLT to oversee Engage. Monitor and direct students according to need.	NBL	End of academic year: Cost: £500
To raise the aspirations of disadvantaged students	Beacon East	Activities and CIAG support for students. Aspiration and post-16 next steps has been highlighted as one of the barriers to disadvantaged students. The EEF suggest this has very little impact but raising aspirations is often believed to be an effective way to motivate students to work harder so as to achieve the steps necessary for later success. All pupil premium students to have career interviews.	Member of SLT to oversee Engage. CIAG Map. Keep records of post-16 study and university entries to raise aspirations.	NBL	End of academic year: Cost: £1,500
To improve outcomes for disadvantaged students.	Financial support for school trips	Funds to support disadvantaged students for academic school trips (such as Battlefields trip) so they have the same opportunities as their non-disadvantaged peers Many of the school theatre trips help with aspects of English literature and their understanding of it. Rewards trips can also help to increase attendance rates.	Strategically map participation to all trips.	JDA	End of academic year: Cost: £1,000

To improve outcomes for disadvantaged students.	Parental Engagement	The EEF suggest that this can lead to up to 3 months progress. This could include programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.	Careful planning of events and how to engage all parents before launch.	JDA	End of academic year: Cost: £1,000
To improve attendance of disadvantaged students	Purchase 'Classcharts'	Class charts can be used for live attendance and behaviour monitoring by both staff and parents. This will increase parental engagement and also give staff optimal seating plans at the touch of a button.	Staff training so it is used effectively. Host an information evening to launch and show parents how to use it.	JDA / CEV	End of academic year: Cost: £2,000
				Total	£17,000
2017 – 2018 Total Planned Expenditure					£96, 163

