

Pupil Premium Review 2016 - 2017

Review of expenditure				
Previous Academic Year		2016 - 2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Review of impact:	Lessons learned	Cost
To make sure all students are equipped for every lesson regardless of social background.	Provide all disadvantaged students with all necessary school equipment.	It is difficult to track the impact of this specific approach but it is vital that all students have the correct equipment. This strategy covers the basic equipment but also helps with subject specific equipment such as calculators for maths and sewing kits for textiles for example.	Keep a record of individuals that have had financial assistance so that those that have not had assistance can be tracked. Continue: Yes	Cost: £2355 Cost:
To provide personalised feedback for all students in how to improve.	Fully embed the school's new Feedback4 policy.	The Sutton Trust indicates that feedback as a very high impact for a low cost. The new Feedback 4 strategy will give personalised feedback for no cost.	Need thorough QA to ensure that all departments are giving appropriate feedback. Ensure policy is being followed through effective line management and appraisal cycle. Continue: Yes	Cost: £0 Cost:
To highlight potential barriers to learning and any strategies to overcome these barriers students.	Produce Student Premium Pen-Portraits for all staff to use.	It is difficult to track the impact of the pen-portraits but the information it produced was very useful and staff were sharing good practice. The Sutton Trust research indicates that individualised instruction has a low impact for low costs.	These need to be more bespoke and administered like the SEND passports. They must also be more based around student opinions. One idea would be to interview all disadvantaged students to set up the foundations of the new portraits. Continue: Yes but it with adaptations.	Cost: £0

To improve teaching standards for all students.	Implement paired staff coaching system.	Although it is again difficult to track impact. This zero cost strategy helps to share best practice among staff. Improved teaching will benefit all students.	Evaluations suggested that the half-termly focus was not enough time to show a real improvement in teaching so next academic year the system will move to a termly rota. Continue: Yes	Cost: £0
To improve teaching and personalised provision for disadvantaged students.	Use of IRIS to analyse teaching of student premium students.	This strategy is still in its infancy but early indicators suggest that this could be really beneficial for highlighting T&L issues among disadvantaged students. Staff that have used the system have been able to reflect on specific disadvantaged students and how they have responded in lessons. Evidence are the individual ' <i>Reflections</i> ' on the system.	This needs time to embed the strategy and also needs to be something that is revisited regularly so it is kept up to date. The cost for last year was a one-off cost so the system is now up and running with no further costs. Continue: Yes (but with no further costs)	Cost £2000
ii. Targeted support				
Desired outcome	Chosen action / approach	Review of impact:	Lessons learned	Cost
To improve literacy skills (English) and numeracy skills (Maths)	Targeted literacy / English intervention and targeted numeracy / maths intervention	Although the school receives additional funding for year 7 catch-up students, these students (many of which are disadvantaged students) need further intervention throughout school. The impact of this intervention can be seen in the ' <i>Intervention Analysis</i> ' document.	Improved communication is needed between departments and intervention leads in order to bridge the gaps that are highlighted in lessons. Regular meetings are needed to do this. Having an intervention lead in both the English and Maths department would also be a big step forward. Continue: Yes but with amendments	Cost: £17,200
To improve attainment in science at KS4.	Use of Tassomai learning resource at GCSE level.	Although there has been improvement in some individual's tracking grades it is difficult to say with any certainty that this is down to Tassomai. Take-up from disadvantaged students has also varied.	This needs to be monitored much closer in order to track impact. Usage by student premium students also needs to be tracked with incentives to do so. Continue: No	Cost: £400

To improve outcomes (80/40) for disadvantaged students.	TA deployment.	The use of teaching assistants has been too vague with LSAs supporting on a one-to-one basis. This has meant they have been too isolated in their approach and so estimated impact has been minimal.	The use of teaching assistants in the classroom has recently been reviewed with plans to link HLTAs to the core subjects of English and maths. Continue: Yes but with adaptations and at a reduced cost.	Cost: £25,500
To improve literacy skills (English) for disadvantaged students.	Use of Lexia Core 5 to boost reading ability.	The impact of Lexia has been minimal and reports from the SEND department have criticised it as an intervention strategy.	Other approaches are more cost effective and can potentially have a greater impact. Continue: No	Cost: £2000
To improve numeracy (maths) skills for disadvantaged students.	Twenty-Twenty learning day for Y11 Student Premium maths students	Although several of the Twenty-Twenty cohort went on to reach a grade 4/5 it is difficult to pinpoint whether this was down to the Twenty-Twenty intervention. Student feedback was also very mixed.	The approach of having a maths intervention day can be very beneficial but this can be run in school without the need of an external company. Continue: No	Cost: £1000
To improve numeracy (maths) skills for disadvantaged students.	PiXL student conference for 22 Student Premium students	As with the Twenty-Twenty intervention, pinpointing the impact to one particular strategy is difficult. However student feedback from this was very good and the resources can be re-used with other students who did not attend.	There is additional costs to consider due to transport although feedback from the day was good. Continue: Maybe (based on needs of the cohort and staff consultation	Cost: £1000 + Cover costs

iii. Other approaches

Desired outcome	Chosen action / approach	Review of impact:	Lessons learned	Cost
To give disadvantaged students a student 'voice'.	Create a student premium student panel across all years.	A student premium panel was held with students from all years to get feedback from disadvantaged students on how funding could be used. Although several suggestions were made these mostly centred on aesthetic ideas. There was also no cost associated with this specific strategy.	Many students felt that they didn't want to be singled out so a regular student premium panel was never established. Views will still be sort from disadvantaged students but it the form of questionnaires and interviews. Continue: No	Cost: £0

<p>To provide a digital platform for students to supplement their learning.</p>	<p>Implement SAM learning.</p>	<p>Studies consistently find that digital technology is associated with moderate learning gains (on average an additional 4 months). However, there is considerable variation in impact. (EEF) Reports of usage by disadvantaged students have indicated that take-up in SAM learning has been strong although varies in each year. The costs paid this year were for a 3 year license so no further costs next year.</p>	<p>Individual cohort reports generated by SAM learning are very useful in tracking usage. The school can set up 5 intervention groups within SAM learning. Having one for each year would be helpful to track usage by all disadvantaged students.</p> <p>Continue: Yes (as no further costs for 3 years)</p>	<p>Cost: £375</p>
<p>To help subsidise school trips and visits.</p>	<p>Financial bursary available for students going on school trips</p>	<p>The academic impact will have been minimal but does help with some areas of study such as theatre trips for English Literature. Some school trips are not academic in nature but the school believe that students shouldn't miss out due to their social background.</p>	<p>A record of who had been on each trip was kept however there were many pre-arranged trips that had to be honoured. Keeping a holistic view of each case will enable the school to track funding allocated to individuals.</p> <p>Continue: Yes (Review each application on an individual basis)</p>	<p>Cost: £2000</p>
<p>To improve outcomes (progress of disadvantaged students.</p>	<p>Introduce 'Laptop Library' *New* March 2017</p>	<p>Although the 'Laptop Library' wasn't established this was part of the bigger ICT development of ICT for students. Laptops are available for students to use and those with access have found them useful in lessons and for homework. iPads were also purchased for students to use in lessons.</p>	<p>The usage of laptops needs to be tracked so individual cases can be measured for impact.</p> <p>Continue: Yes (but with no further costs)</p>	<p>Cost: £1200</p>

<p>To improve attendance of disadvantaged students.</p>	<p>Employ an attendance officer.</p>	<p>Attendance has been a big focus for the Academy and the attendance of student premium students particularly has been an area of concern with PA for disadvantaged students at 16.5% and attendance for all student premium students at 92.2% for 2016-2017. Since the appointment of the of new attendance officer this has improved greatly although due to the appointment late into the academic year it was too late to have an impact on the overall figures.</p>	<p>Set up a traffic light letter system to highlight severity of attendance letter to parents. Use call parents to highlight/reward 100% attendance as well as areas of concern. Attendance officer to work closely with SLT to monitor attendance of whole school but continue focus of disadvantaged students to bring about a swift change.</p> <p>Continue: Yes (but with costs to match the time spent on student premium focus)</p>	<p>Cost: £12,000</p>
<p>To provide additional behaviour support for disadvantaged students.</p>	<p>Use an external behaviour support group (ACE) for our disadvantaged students with the most conduct points.</p>	<p>The results of the initial group (4) that completed the ACE programme were mixed. Behaviour data showed an improvement in 50% of the boys but not the others. The external support offered by ACE was useful in some extreme cases and added more capacity to the school.</p>	<p>Although the external support was useful for 2016-2017 the school will seek other ways to help manage some of the more extreme behaviour. For example, use other schools in the trust or seek trials/managed moves at other schools. Sign up to pilot Norwich schools scheme to help manage behavioural issue.</p> <p>Continue: No</p>	<p>Cost: £3000</p>
<p>To raise aspirations of disadvantaged students in the school community.</p>	<p>University trips.</p>	<p>The school ran two trips, one for the year 11 'A* Star Wars' group - 'Getting into top universities' with a tour around Cambridge University. The school also ran a year 10 trip to the UEA. Student feedback was very good with several students re-evaluating their choice of university.</p>	<p>One of the trips was a PiXL trip which meant an additional cost associated with it. For 2017-2018 academic year the academy will seek to run the trip independently. Establish the new 'Aspire 9' group to reflect the changes to the grading system. Consider how many students participating are from a disadvantaged background.</p> <p>Continue: Yes</p>	<p>Cost: £2000</p>

To improve outcomes (progress of disadvantaged students).	Investment in latest technology.	The use of SMH has been embedded in the school and is now used as the primary method to set and organise homework. 4Matrix is the primary analysis tool allowing students' academic progress to be tracked effectively.	A new programme which allows schools to set homework plus has many other features has been developed. After the SMH license runs out the academy will look to replace it with 'Classcharts' which enables seating plans to highlight student premium and SEND students via a live link to the MIS and set suitable seating plans accordingly. Costs of investment need to reflect cohort numbers. Continue: No (in current format)	Cost: £1000
To improve outcomes (progress of disadvantaged students).	Homework club.	This continues to be highly attended and offers both academic and technological support for students.	Need to set up a register so that attendance can be tracked and attendance against key groups can be analysed. Costs of investment need to reflect cohort numbers. 3 Continue: Yes but not using pupil premium funding.	Cost: £2000
To improve PDBW access for students	School counsellor.	There are a significant number of disadvantaged students where mental health is a concern. The impact although not necessarily academic plays a fundamental role in the safety and well-being of students. Individual cases as well as the number that are student premium students can be seen on the Engage register.	Engage to continue keep a log of all visitors to Engage and log all cases of involvement with the counsellor. Continue: Yes but costs of investment need to reflect percentage of student premium cohort.	Cost: £5000
To improve careers and post-16 advice.	Beacon East	Career aspiration and long-term planning continues to be an issue for many students including disadvantaged students. Post-16 advice is also needed. Impact of this has not been monitored careful enough and so an effective evaluation of this is not possible at the current time.	Ore thorough monitoring is needed to record who has had career advice and the outcome at post 16. Continue: Yes (but use percentage of total cost to reflect uptake by student premium students)	Cost: £1500

To improve PDBW access for students	To create 'Engage' and 'Inspire' learning hubs	The newly formed 'Engage' centre is now a fundamental part of school. The inclusion aspect has helped manage internal exclusions and removals from lesson with much more efficiency. It also operate as a base for the school counsellor and a drop in centre for students at lunch time. A central 'Engage' register is kept.	Although an Engage resister is kept, an overall analysis of key groups would be useful in tracking which type of students most frequently visit Engage. Continue: Yes (but with no further costs as the base is now established and up and running)	Cost: £6000
To improve PDBW access for students	Redeployment to fully staff Engage	Engage needs to be fully staffed at all times including breaks and lunches. The Engage team is now the first point of call for lesson removals and the investigation of behaviour incidents.	Overall analysis about usage for student premium and impact of the incidents would be very useful developing Engage further. Continue: Yes but only use a percentage of total cost to reflect proportion of disadvantaged students.	Cost: £8000
To provide financial support to families.	To provide financial support to families with regards to the new uniform.	Acle Academy launched a new uniform in the summer of 2017 with years 7-10 having to purchase the new uniform apart from year 11 students. This meant that each family would need to spend approximately £100 per student. The Academy subsidised 50% for all disadvantaged students to help with this.	Although a contentious issue to begin with the uniform has been very well received and was part of the rebrand of the school. Continue: Yes but at a reduced cost. The academy will support new year 7 students if they make an application)	Cost: £3000
To improve access to for students.	New computers and ICT infrastructure.	Every school computer was replaced and new access points added. The school also invested in a new server. This has greatly improved the speed of the ICT equipment an improved access for students.	To measure the impact the academy would need to track. For example track the use of computers through homework club. Continue: Yes (but with no further costs as the ICT suites have been developed.	£15,000

2016 – 2017 Total Expenditure	£113,530
--------------------------------------	-----------------