

Pupil Premium Plan and Strategy

1. Summary information					
School	De Lacy Academy				
Academic Year	2017-2018	Total PP budget	£193,545	Total Academy additional funding	£17,767.67
Total number of pupils	558	Number of pupils eligible for PP	207 (37%)	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	Pupils eligible for PP (Y11)	Pupils not eligible for PP (national average)
% achieving grade 4 or above in English & Maths	31%	69%
% achieving progress 8 in English / Maths	-0.47/-0.12%	-0.23/+0.06
Progress 8 score average	+0.26	+0.37
Attainment 8 score average	44.69	45.46

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than other groups, which prevents them from making good progress in Year 7.
B.	Pupils who are eligible for PP are making less progress than other pupils in English & Maths at KS4. This reduces their future life choices.
C.	Low aspirations, resilience and thirst for learning is having a detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Persistent Attendance rates for pupils eligible for PP are higher than other groups, this reduces their school hours and causes them to fall behind.

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of progress in literacy for year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. Evidenced through using reading age data, Lit Programme data, YARC assessments (all 3 times per year) and English assessment data (5 times per year)
B.	Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils in English and Maths at Key Stage 4, so that progress 8 figures are in line with each other. Evidenced through GCSE results.
C.	Aspirations, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours.	Pupils identified through PASS, behaviour data and the pastoral team as causing concern are now engaging more positively in learning and require less interventions in the form of mentoring or behaviour management. Evidenced through PASS, outcomes from engaging with the Risk and Resilience programme and behaviour data.
D.	Reduction in the number of PA students that are eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 12% or below. Evidenced through half termly attendance data.

5. Planned expenditure					
Academic year			2017-2018		
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 - High levels of progress in literacy for year 7&8 pupils eligible for PP.</p>	<p>Whole school: CPD on improving literacy skills across the curriculum.</p> <p>Robust reading assessments, data to be shared across academy.</p>	<p>Provide high quality teaching to all pupils to drive up results, low levels of literacy have been identified as being higher amongst disadvantaged pupils. Standardise teaching methods such as learning structures and use of teacher toolkit.</p> <p>To enable all subject areas to differentiate appropriately so that all students can access reading material, data has shown that a significant percentage of disadvantaged pupils have a reading age lower than their chronological age.</p>	<p>QA process.</p> <p>QA process – Differentiated reading material. Staff use as data to inform seating plans (Kagen model).</p>	<p>AB AAP T & L</p> <p>AB</p>	<p>After each QA.</p>
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<p>A - High levels of progress in literacy for year 7 pupils eligible for PP.</p>	<p>CPD on using Accelerated Reader effectively and developing questioning/reading strategies to target key disadvantaged students in all Y7 & 8 classes to improve reading ages.</p> <p>Introduce DEAR (Drop Everything And Read) into curriculum time.</p> <p>CPD on applying whole school marking policy.</p> <p>Reader/Listener used to support PP students with reading close to or above chronological age.</p>	<p>Variety of reading activities used to support students in active reading sessions, trialled by outstanding/good schools with higher reading age data.</p> <p>Clear trial evidence from other schools that increased reading time across the curriculum can have a positive impact on chronological reading ages.</p> <p>Lead staff in issuing quality-first written feedback that allows students to show progress over time, focussed on literacy.</p> <p>Allows students to sustain opportunities for making</p>	<p>HOF to monitor progress of reading age data, 3 calendared reading age assessments within the academic year, QA of library lessons to assess level of support given from class teachers.</p> <p>20 minutes a week if faculty time given to DEAR – rotating between faculties.</p> <p>Work scrutiny.</p> <p>Reading age database to track and monitor</p>	<p>DW</p> <p>HOF/SLT LMs</p>	<p>Termly.</p> <p>Half Termly.</p>
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B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.	Increased staffing to reduce class sizes and increase differentiation, diagnostic feedback and personalised revision.	Reduced class sizes will enable groupings to be more targeted, ensure a more personalised curriculum and improve the quality of feedback. EEF teaching and learning toolkit sites feedback as having high impact +8 months.	Regular monitoring of progress through data tracking. Teaching of specific skills and knowledge through a robust scheme of work.		
Total budgeted cost			£178,947.45		
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?

<p>A - High levels of progress in literacy for year 7 pupils eligible for PP.</p>	<p>Personalised and small group provision following diagnostic testing (YARC/OWL/RA) – to include Lit Programme, Fresh Start and Spld.</p>	<p>Using diagnostic testing ensures students' individual needs are identified and the appropriate intervention programme is followed. The programmes used are shown to be effective in other schools and previous positive data in De Lacy Academy. EEF Teaching and Learning toolkit sites Phonics and reading comprehension as having 'moderate impact for very low cost' +4 and +5 months respectively.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. CPD for HLTA delivering Fresh Start.</p>	<p>SENCO</p>	<p>Termly.</p>
<p>B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.</p>	<p>Deliver targeted intervention to small groups/individuals delivered by subject specific HLTAs and subject teachers.</p>	<p>EEF Teaching and Learning Toolkit shows that one to one tuition has a moderate impact +5 months. It also enables thorough and regular feedback to be given which is a high impact strategy according to EEF.</p>	<p>Regular monitoring of progress through data tracking, RAG meetings. Bi-weekly meetings with HLTA linked to RAG Teaching of specific skills and knowledge through a robust analysis of assessments to identify individual student weaknesses.</p>	<p>Head of English and Maths</p>	<p>Weekly RAG meetings.</p>
<p>B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.</p>	<p>Extend the school day and intensive holiday classes. Link PP students to experienced teacher for bespoke sessions focussing on key exam skills linked to students' performance in mock exams. Year 11 only.</p>	<p>Enables students to consolidate learning and access further personalised support from subject specialists. Ensures that during the holidays students continue to access learning which otherwise may not be the case.</p>	<p>Teaching of specific skills and knowledge through a robust analysis of assessments to identify individual student weaknesses. Register from additional sessions to check on attendance.</p>	<p>Head of English and Maths</p>	<p>Period 6 sessions to start in earnest after Christmas From Jan 2018). Review at weekly RAG meetings.</p>

B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.	Regular subject interviews to discuss barriers to progress and attainment.	Students to have an in-depth knowledge of how to utilise a variety of strategies and opportunities to continue to make progress across Y11.	Calendared timetable of student interviews, minutes and actions recorded.	Head of English and Maths	Ongoing.
B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.	Provide specific mathematical equipment including Casio FX-83 calculator, Pearson Revision Guide.	To become more adept at using specific calculator functions. Compulsory use of revision guides in lessons to aid pupils in revision skills.	Lesson QA Analyse improvement in assessments.	HOF	Half-termly (through feedback in faculty meetings) DELTA common assessments.
Total budgeted cost					£28,547.19
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?
C - Aspirations, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours.	2 x Learning Mentors deployed to support two different identified cohorts of students Cohorts to comprise of those who are vulnerable and need to engage in the Risk and Resilience Framework and those displaying poor behaviours for learning.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification process is robust, use of PASS and Boxall Learning mentors to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Assistant Principal - Inclusion	January and June 2018

<p>C - Ensure more vulnerable students are supported emotionally and socially.</p>	<p>Learning mentor deployed to deliver 'nurture' intervention for KS3 students in the Bridge. Head of Student Support services to work with multi agencies to ensure those most 'at risk' access the support required.</p>	<p>Maslow's hierarchy of needs, until the bottom tiers of need have been met it is extremely difficult for anyone to engage in learning. A nurture group has run in Years 7 & 8 for the previous 4 years and has been very successful in supporting students.</p>	<p>QA - part of whole school process. Regular meetings with Bridge manager. Campus walks. Weekly Inclusion meetings.</p>	<p>Assistant Principal - Inclusion</p>	<p>January and June 2018</p>
<p>D - Reduction in the number of PA students that are eligible for PP.</p>	<p>Attendance mentor to monitor pupils and follow up quickly on absenteeism. First day response provision. Learning mentor to work with an identified cohort of students to deliver personalised mentoring, targets and rewards.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough briefing of learning mentor about existing absence issues. Attendance and progress discussed fortnightly with Assistant Principal – Inclusion. Attendance data.</p>	<p>Assistant Principal – Inclusion</p>	<p>January and June 2018</p>
Total budgeted cost					<p>£3,818.03</p>

6. Additional detail

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