Pupil premium strategy statement

1. Summary information					
School	De Lacy Academy				
Academic Year	2019-2020	**Total PP budget**	£233,576	**Total Academy additional funding**	£0
Total number of pupils	675	**Number of pupils eligible for PP**	234 (34.7%)	**Date for next internal review of this strategy**	Jan 2021

2. Current attainment		
	Pupils eligible for PP (Y11)	Pupils not eligible for PP (national average)
% achieving grade 4 or above in English & Maths	**58.3%**	71%
% achieving progress 8 in English / Maths	**+0.66/+0.05%**	+1.11/+0.44
Progress 8 score average	**+0.42**	+0.77
Attainment 8 score average	**41.90**	50.14

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.	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 *(issues which also require action outside school, such as low attendance rates)*	
D.	Persistent Absence 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 *(desired outcomes and how they will be measured)*		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 GL assessment data.
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 behaviour data and by 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.
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 daily attendance data on Power Bi.

5. Planned expenditure

Academic year	**2019-2020**

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?
A - High levels of progress in literacy for year 7&8 pupils eligible for PP.	Whole school: CPD on improving literacy skills across the curriculum.	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.	QA process.	RH AAP T & L	After each QA.
	Robust reading assessments, data to be shared across academy.	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.	QA process – Differentiated reading material. Staff use as data to inform seating plans (Kagen model).	RH/JU	

A - High levels of progress in literacy for year 7 pupils eligible for PP.	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.	Variety of reading activities used to support students in active reading sessions, trialled by outstanding/good schools with higher reading age data.	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.	JU	Termly.
	Introduce DEAR (Drop Everything And Read) into curriculum time.	Clear trial evidence from other schools that increased reading time across the curriculum can have a positive impact on chronological reading ages.	20 minutes a week if faculty time given to DEAR – rotating between faculties.	HOF/SLT LMs	Half Termly.
	Faculty specific marking policy.	Marking policies individual to departments to meet subject/curriculum needs. Demonstrate/connect marking makes it easier to show progress/link to work.	Work scrutiny.		
	Reader intervention used to support PP students with reading close to or above chronological age.	Allows students to sustain opportunities for making or exceeding expected progress across the curriculum. System is developed from model used within outstanding schools.	Reading age database to track and monitor progress at termly intervals.		

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.		
	Purchase of software such as Hegartymaths and GCSE Pod to support learning through different media and offsite.	GCSE Pod and Hegarty have excellent results in supporting and enhancing students' learning.	Monitoring of use from HOF as well as at Trust level.	VP/AAP	Half Termly
Total budgeted cost			£161,801.00		
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?**

A - High levels of progress in literacy for year 7 pupils eligible for PP.	Personalised and small group provision following diagnostic testing (YARC/OWL/RA) – to include Lit Programme, Fresh Start and Spld.	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	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.	SENCO	Termly.
B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.	Deliver targeted intervention to small groups/individuals delivered by subject specific directors and 121 staff.	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.	Regular monitoring of progress through data tracking, RAG meetings. Teaching of specific skills and knowledge through a robust analysis of assessments to identify individual student weaknesses.	Head of English and Maths	Weekly RAG meetings.
B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.	Extend the school day with Enrichment sessions and offer 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.	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.	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.	Head of English and Maths	Period 6 Enrichment sessions to start in earnest after Christmas. Review at weekly RAG meetings.

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 with SLT Mentors.	Students to have an in-depth knowledge of how to utilise a variety of strategies and opportunities to continue to make progress across Y11.	Mentoring sessions to support individuals with a link member of SLT.	SLT	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.
B - Improved rates of progress at KS4 for pupils eligible for PP.	Pie night event for Y11 to support parents with supporting their children to revise. All revision guides funded through school for all subjects.	Students don't revise/work at home without parental support and without correct resources. School is providing the resources and meeting parents face to face to set up revision.		VP	Annually.
			Total budgeted cost		£57,215.00

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.	SENCO	Half Termly.

C - Ensure more vulnerable students are supported emotionally and socially.	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.	Maslow's hierarchy of needs, until the bottom tiers of need have been met it is extremely difficult for anyone to engage in learning.	QA - part of whole school process. Regular meetings with Bridge manager. Campus walks. Weekly Inclusion meetings.	Assistant Principal - Inclusion	Half Termly.
C - Ensure more vulnerable students are supported emotionally and socially.	Social barriers of coming to school include poor uniform and lack of resources. Academy provides funding for uniform and stationery costs.	Social barriers that lead to students having poor attendance include peer pressure of not having the correct kit.	Monitoring by heads of year and finance.	Business manager.	Monthly.
D - Reduction in the number of PA students that are eligible for PP.	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. SLT link to each year group to target individuals with PA.	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.	Thorough briefing of learning mentor about existing absence issues. Attendance and progress discussed fortnightly with Assistant Principal – Inclusion. Attendance data.	Assistant Principal – Inclusion	Weekly.
				Total budgeted cost	£14,560.00

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