



# ACADEMY OF ST NICHOLAS

**‘GETTING TO GOOD’ – PUPIL PREMIUM STRATEGY**

**SEPTEMBER 2017- JULY 2018**

“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others” (Sir John Dunford National Pupil Premium Champion)

**"Inspiring Excellence"**

**Together We Aspire, Believe and Achieve; guided by Christian Values**

**Core Values**

**Respect, Ambition, Resilience, Compassion**

ESLA

The Pupil Premium provides funding for students:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (CLA - £1,900)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (SC - £300 per child)

	FSM	CLA	CATCH-UP
Number of eligible students	351	7	
Amount per student	935	1,900	
Total	328,185	13,300	13,000
Total budget	354,485		

Barriers to learning:

- **Social and Cultural Barriers** - peer pressure, family background and attendance
- **Personal & Practical Barriers** - caring responsibilities
- **Emotional Barriers** - lack of self-esteem or confidence, adjusting to change
- **Academic Barriers** - standards of literacy & numeracy, special education needs
- **Behavioural Barriers** - attitude to learning

### **Key Objective(s)**

1. **Outcomes/Curriculum** – to further develop the range of strategies in use to ensure PP students make progress in line with or exceeding their non-PP peers.
2. **Teaching and Learning** – to further improve teaching and learning across the academy.
3. **Attendance** – to implement strategies to improve attendance of PP students and addressing the gap between PP and non-PP students.
4. **Behaviour** – to reduce exclusion rates and the number of behaviour incidents for PP students.
5. **Wider outcomes** – to provide a range of opportunities for PP students to widen their life experiences.

### **Rationale:**

- P8 has shown an improvement but is still below the Government floor target.
- Literacy is a national priority and Progress 8 in English is low for the whole school. Lower P8 score for disadvantaged and SEN students. To support the literacy of all students including the disadvantaged cohort.
- To support the numeracy of all students including the disadvantaged cohort.
- Accurate tracking of data is a priority for the academy for academy progress monitoring and strategy. To ensure we have accurate data to be able to track the progress of all students, to identify the gaps in progress of PP and non-PP students. To implement strategies to close the gap.
- Dedicated PP management time to ensure that those in charge of PP monitor the progress of PP students and monitor & manage the use of PP funding.
- Students engage in a personal development programme – Humanutopia, which helps young people overcome the barriers they face to unlock their full potential.
- To provide a curriculum suitable for the needs of individual students.
- Enhance CEIAG for PP students to ensure they have access to next step planning.
- To encourage attendance by overcoming barriers that may exist e.g. provide transport
- To ensure PP students have access to the same resources as non-PP students.

**Date of most recent PP review: May 2017**

**Date for next review: January 2018**

Desired impact/ Success criteria	Key actions	Milestones: key dates	How will we monitor the impact? who when, how?	Resources external support and costings
<p>Improved outcomes for disadvantaged students.</p> <p>Gaps to national close for disadvantaged and SEND students.</p> <p>The progress of disadvantaged pupils, is closer to that of other pupils with the same starting points;</p> <p>Disadvantaged:  Progress 8 = -0.3  Attainment 8 = 36  Basics = 50%/36%  1A*-G (or equivalent) = 95%</p>	<p>PP to be an agenda item on each departmental meeting.</p> <p>TA roles to be defined when planning lessons. Use of TA planning files including TA liaison sheets.</p> <p>Data is used effectively to inform planning.</p> <p>Encourage and support students to monitor their progress by identifying the key steps they need to be aware of as they go through a task to keep it on track.</p> <p>PP books to be marked first.</p>	<p>Assessment 1 – 24<sup>th</sup> November</p> <p>Assessment 2 – 1<sup>st</sup> March</p> <p>Assessment 3 – 17<sup>th</sup> May</p> <p>Assessment 4 – 11<sup>th</sup> July</p>	<p>NR/KW/HoDs</p> <p>Departmental minutes.</p> <p>Regular tracking of data using SISRA.</p> <p>Compare data with previous assessment windows and note trends.</p> <p>Regular progress (RAP) meetings following each assessment.</p>	<p>Rewards</p>
<p>The gap to national to close for white working class boys.</p>	<p>Changing Futures project with a cohort of Year 11 male students.</p> <p>Humanutopia - a cohort of Year 11 male students has been identified to undertake a mentoring role for year 9 students. The focus of this</p>	<p>Assessment 1 – 24<sup>th</sup> November</p> <p>Assessment 2 – 1<sup>st</sup> March</p> <p>Assessment 3 – 17<sup>th</sup> May</p> <p>Assessment 4 – 11<sup>th</sup> July</p>	<p>Director of progress for QTLA to lead strategy across subjects and with identified cohorts of boys.</p> <p>Lead learners from</p>	<p>Humanutopia costs - £13200</p> <p>Accelerated reader - £2700</p>

	<p>will be positive behaviour and the importance of a strong work ethic. Additional training will be provided in mentoring.</p> <p>Accelerated Reader Million Word club for boys to commence under literacy action plan. Boys in the focus group join as a team to improve their literacy, co plan lessons with teachers and knowledge recovery programme to address students' lack of knowledge from any missed lessons.</p>		<p>English, maths and science to co facilitate based upon research, pedagogy and impact; high absence rates, weak literacy and readability of examination material.</p>	
<p>Improved outcomes for students.</p> <p>Gaps to national close for high ability PP students.</p> <p>The progress of high ability pupil premium students, is closer to national.</p> <p>Progress 8 = -0.5  Attainment 8 = 48  Basics = 55%/42%  1A*-G (or equivalent) = 100%</p>	<p>PP to be an agenda item for every departmental meeting.</p> <p>Schemes of work and lesson planning will provide appropriate levels of challenge for all students.</p> <p>PP books to be marked first.</p> <p>Staff to ensure students respond to written/verbal feedback.</p> <p>Effective interventions provided to support underachieving students.</p> <p>Programme of activities produced</p>	<p>Assessment 1 – 24<sup>th</sup> November</p> <p>Assessment 2 – 1<sup>st</sup> March</p> <p>Assessment 3 – 17<sup>th</sup> May</p> <p>Assessment 4 – 11<sup>th</sup> July</p>	<p>NR/KW/HoDs</p> <p>Regular tracking of data using SISRA.</p> <p>Compare data with previous assessment windows and note trends.</p> <p>Regular progress (RAP) meetings.</p> <p>Departments feedback on student progress including focus and sub</p>	

	for HAP students (joint with ASFA). HAP PP students to be targeted.		groups.	
<p>Students have access to a wider range of activities to enhance their life experiences.</p> <p>Students improve their skills in a range of artistic, creative and sporting activities.</p>	<p>Identify 'what is missing for students'</p> <p>PP to be an agenda item for every departmental meeting.</p> <p>Extra-curricular timetable produced to support the formal curriculum. Extra-curricular activities are monitored and evaluated.</p> <p>Out of School Hours Support e.g. Duke of Edinburgh, Art materials and tutoring, PE clubs, STEM clubs and trips, Geography field trips.</p> <p>Bid for external funding e.g Children in Need to support the development of a cultural passport.</p>	<p>Termly analysis of extra-curricular activities w/b 18/12/17 w/b 19/3/18 w/b 9/7/18</p>	<p>All staff</p> <p>Take registers of all after-school and other interventions – build up PP provision map. Monitoring and analysis of registers.</p> <p>Use the Academy rewards system to motivate students to attend these sessions.</p> <p>Departmental minutes</p>	<p>Edukit Insight - £1200</p>
<p>Attainment, by the end of year 7 will demonstrate rapid improvements from students' point of entry. All students will be deemed secondary ready.</p> <p>Students reading ages rise rapidly so that</p>	<p>Conduct action research into schools who have successfully refined the curriculum to improve attainment progress levels in year 7 and accelerate this through to KS4 outcomes.</p>	<p>Assessment 1 – 24<sup>th</sup> November Assessment 2 – 1<sup>st</sup> March Assessment 3 – 17<sup>th</sup> May Assessment 4 – 11<sup>th</sup> July</p>	<p>NR/NR ASJ/MK/JL/HoDs</p> <p>Line management minutes.</p>	<p>Accelerated reader - £2700 Reading wise - £2430 LSA (DB) time - £6000</p>

<p>by the end of the year students are have reading ages in line with their chronological age.</p> <p>Attainment data shows a sharp narrowing of the gap to city and national averages.</p>	<p>SYCOL action group to focus upon successful transition programmes to boost attainment in year 7 Local, national and global programmes.</p> <p>A broad, balanced and coherent curriculum for all students</p> <p>Core skills are embedded so that all students access the curriculum.</p> <p>A range of learning pathways to support and challenge all students.</p> <p>An exciting curriculum builds upon primary experience and learning.</p> <p>Schemes of work and lesson planning will provide appropriate levels of challenge and differentiation for all students.</p>	<p>Rapid plus – w/b 13.11.17 w/b 22.01.18 w/b 23.04.18 w/b 02.07.18</p> <p>Reading wise - w/b 13.11.17 w/b 22.01.18 w/b 23.04.18 w/b 02.07.18</p> <p>Accelerated reading programme – w/b 13.11.17 w/b 22.01.18 w/b 23.04.18 w/b 02.07.18</p>	<p>Departmental minutes.</p> <p>Catch up data.</p> <p>Work scrutiny.</p> <p>Student voice.</p>	
<p>The Year 7 curriculum to be fit for purpose and ensure that there are ‘no wasted years’.</p>	<p>Undertake a curriculum review with School Improvement Liverpool.</p> <p>KS2/KS3 primary liaison network meeting - staff from feeder primary schools to meet with primary team and other appropriate staff. Staff</p>	<p>w/b 4<sup>th</sup> September</p> <p>Dates tbc</p>	<p>ASJ/NR/JL/MK to review SoW during line management meetings with HoDs.</p>	

	from ESLA to visit Year 5/6 lessons in primary schools, share good practice and obtain clarity of delivery at each key stage to ensure logical progression and no 'wasted years'.			
Holiday schools to have a greater emphasis on literacy/numeracy whilst maintaining a fun element.	Review the current summer school programme. Produce a programme that incorporates literacy, numeracy and wider outcomes.	Holiday school – dates tbc	ASJ/LF/NR  Attendance registers.  Student voice.  Literacy/numeracy catch-up data.	Staff costs
Mentoring	Targeted 1-1 motivational support to promote high ambition and aspiration, with a particular focus on those in Year 11. Outside agencies such as Liverpool John Lennon Airport and South Liverpool Homes provide weekly mentoring for our year 11 focus/intervention group. Internal PP mentoring from across staff inside the Academy also supports this.	Weekly mentoring meeting	NR/KW/PB champions  Mentoring notes/booklet  Data analysis  Student voice	
Continued subject focus to ensure support for students eligible for PP. To improve the performance of PP students in their studies.	Examples include; DT - to ensure all students have the same access to all supplies for food technology. Organisation, purchase and		NR/KW/ASJ/MK/JL/HoDs  Line management minutes.	



	<p>provision for all ingredients for key stage 3 and key stage 4. All PP students provided with ingredients.</p> <p>English - study support sessions for key stage 4 students with lunch/ snacks provided. After school revision sessions at Key Stage 3. 1-1 literacy support. Provision of revision guides at a subsidised price.</p> <p>Maths - targeted support at KS3 and 4 from designated HLTA. Provision of revision guides at a subsidised price.</p> <p>ICT - Organisation of school packed lunches for PPI students delivered to classrooms at lunchtime so year 11s can study without queuing for lunch. Provision of revision guides for a subsidised price.</p> <p>Art - provision of free equipment and materials for students to take home to help them complete work.</p> <p>RE - disciples breakfast club, RE subject knowledge booster session</p>		<p>Departmental minutes.</p> <p>Attendance registers.</p> <p>Student voice.</p>	
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	<p>(free breakfast). Provision of revision guides for a subsidised price.</p> <p>History - subsidised School trips to Auschwitz.</p> <p>Music - provision of peripatetic music lessons, subsidised theatre trips</p>			
Educational visits - to offer extra financial support to ensure all disadvantaged students are provided with the same learning experiences as non PP students.	Targeted funding for educational visits in all subjects. This includes theatre trips, examination preparation retreats, Playaway residential for students in Small Learning Community, University visits for PP students, Auschwitz trip, ski trip etc		<p>NR/KW</p> <p>Registers</p> <p>Bid forms</p>	
To increase attendance at breakfast club	<p>Information on academy screens.</p> <p>Students in assembly.</p> <p>Information on academy website.</p> <p>Flyer to parents.</p>	<p>Half-termly student voice</p> <p>Magic Breakfast monitoring visits.</p>	NR/KW/PD	<p>Magic breakfast – check cost</p> <p>Rewards</p> <p>Behaviour LSA - £6000</p>
To achieve 100% of students to be in education, employment or training.	1:1 progress and IAG interviews for Year 11 students to be fully completed and those at risk of NEET interviewed again.	<p>Fortnightly from CS re: student destinations.</p> <p>Conversations with students after events:</p>	<p>NR/CS</p> <p>SLT</p> <p>DoPs</p> <p>MC</p>	

	Academy Careers Day.	Careers Day – 21 <sup>st</sup> November	Form Tutors  Analysis of 1:1 interviews. Student voice.	
To reduce the number of exclusions involving pupil premium students.	Identified cohort of students to complete programme with Behaviour for Learning LSA.	Daily/weekly monitoring of ATL figures.  Analysis of HT1 figures – 20 <sup>th</sup> October Analysis of HT2 figures – 21 <sup>st</sup> December Analysis of HT3 figures – 9 <sup>th</sup> February Analysis of HT4 figures – 23 <sup>rd</sup> March Analysis of HT5 figures – 25 <sup>th</sup> May Analysis of HT6 figures – 17 <sup>th</sup> July	SLT DoPs HoYs SH  Monitor attitude to learning scores for PP students. Monitor data for Room for Improvement and analyse trends. Monitor number of fixed term and permanent exclusions involving PP students. Compare against school figures.	
Full evaluation of key strategies is undertaken so that successful ones can be further developed and less successful ones amended or removed.	All strategies to be evaluated at least termly	Termly evaluations – w/b 18 <sup>th</sup> December w/b 19 <sup>th</sup> March w/b 2 <sup>nd</sup> July	NR  Minutes of line management, governors and departmental minutes. Evaluation notes.	
Governors play a full role in evaluation the Pupil Premium strategy and the	Pupil Premium to be an agenda item on every Full Governors	Full Governors – 16 <sup>th</sup> November	DL NR	

impact of spending.	meeting. Identification of Pupil Premium Governor.	15 <sup>th</sup> March 21 <sup>st</sup> June  PP Link Governor Meetings – 13 <sup>th</sup> September 30 <sup>th</sup> November 8 <sup>th</sup> February 10 <sup>th</sup> May 17 <sup>th</sup> July	Minutes of Full Governors meeting. Minutes of meeting with PP governor.	
Ensure the website continues to meet statutory guidelines and is kept up to date.	Use of DfE website checklist.	Termly check – w/b 18 <sup>th</sup> December w/b 19 <sup>th</sup> March w/b 2 <sup>nd</sup> July	ASJ/ICT Technical team NR	

CODE

AP – Executive Headteacher  
ASJ – Senior Assistant Headteacher  
CH – Assistant Headteacher  
KW – PP Co-ordinator  
MHP – Director of English  
IG – Trust Data Manager  
SR – Trust Director SEND  
SLT – Senior Leadership Team  
HoDs – Heads of Departments  
GLS – Lead Practitioner Science  
LF – Children and Families Manager  
EM – Attendance Officer

DL – Head of School  
NR – Senior Assistant Headteacher  
MK – Director of Progress, T&L  
CS – Trust Manager of Careers  
RAP – Director of Mathematics  
MC – Head of Year 11  
CH5 – Lead Practitioner Maths  
DoPs – Directors of Progress  
EWO – Education Welfare Officer  
DC6 – Teacher of English  
SH – Room for Improvement Lead

## Appendix 1: Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £	★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £	★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£	★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★ ★ ★ ★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £	★ ★ ★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£	★ ★ ★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£	★ ★	+ 1 Month	Low impact for very low cost, based on

				moderate evidence.
<b>11</b> Homework (Secondary)	£	★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
<b>12</b> Individualised instruction	£	★ ★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
<b>13</b> Learning styles	£	★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
<b>14</b> Mastery learning	£	★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
<b>15</b> Mentoring	£ £ £	★ ★ ★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
<b>16</b> Meta-cognition and self-regulation	£	★ ★ ★ ★	+ 8 Months	High impact for very low cost, based on extensive evidence.
<b>17</b> One to one tuition	£ £ £ £	★ ★ ★ ★	+ 5 Months	High impact for high cost, based on extensive evidence.
<b>18</b> Oral language interventions	£	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
<b>19</b> Outdoor adventure learning	£ £ £	★ ★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
<b>20</b> Parental involvement	£ £ £	★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
<b>21</b> Peer tutoring	£	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
<b>22</b> Performance pay	£ £	★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
<b>23</b> Phonics	£	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based

				on very extensive evidence.
<b>24</b> Physical environment	£ £	★	0 Months	Very low or no impact for low cost based on very limited evidence.
<b>25</b> Reading comprehension	£	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
<b>26</b> Reducing class size	£ £ £ £ £	★ ★ ★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
<b>27</b> Repeating a year	£ £ £ £ £	★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on extensive evidence.
<b>28</b> School uniform	£	★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
<b>29</b> Setting or streaming	£	★ ★ ★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
<b>30</b> Small group tuition	£ £ £	★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
<b>31</b> Social and emotional learning (SEAL)	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
<b>32</b> Sports participation	£ £ £	★ ★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
<b>33</b> Summer schools	£ £ £	★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
<b>34</b> Teaching assistants	£ £ £ £	★ ★	+1 Months	Very low or no impact for high cost, based on limited evidence.