

Pupil Premium Strategy 2016-2017

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:	403	7	
Amount per student:	£ 935.00	£ 1,900.00	£
Total:	£ 376, 805	£ 13, 300	£ 23, 500 approx
Total pupil premium budget:	£426,905		

Year 2016-2017

Key Objective: Curriculum

Rationale: To ensure the curriculum offer meets the needs of all students eligible for PP funding at all key stages. Findings from Sutton Trust state that 'One-to-one tutoring is equal to +5 months'. Also that 'Of pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition in smaller groups were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.' Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. Price Waterhouse Coopers (PwC) LLP. The academy also recognises key recommendations made by Ofsted in 'The wasted years' document, September 2015 as integral in delivering and effective curriculum at KS3 to build upon experiences at KS2 and fully prepare students for success in KS4, 5 and beyond.

Focus	Person(s) Responsible	Success Criteria	Chosen Strategies
Motivational Support. Assertive Mentoring	B WHELLER	To raise the importance of education excellence and IAG among students. To provide students with a sense of ownership of their studies and outcomes.	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.

Personalised Curriculum	C. HUGHES	To provide alternative solutions for students for whom the classroom setting is proves to be emotionally challenging.	Offsite provision for vulnerable students.
Educational Visits	ALL STAFF	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 in History and PE, Play away weekends for students in Small Learning Community, University visits for PP students, Oxford pathways, photography and art trips, Auschwitz trip, ski trip.
ICT Support	C LITTLE	To ensure bespoke ICT systems and equipment is readily available to staff and students to improve teaching, learning and student access to contemporary ICT packages across all subjects.	Provision of additional ICT support/facilities including class sets of iPad, and visualisers in classrooms. Packages to support mathematics such as Alfiesoft.
Data Analysis and Tracking	N RUNCIE	To make sure all staff are aware of their classes' data and use this to ensure targeted intervention for PP students in lessons and via external support.	Enhanced data tracking strategies, including the use of SISRA analytics, to identify and measure the impact of the support for this group of students. All staff to be fully trained to analyse and make use of data in order to monitor and track progress. Class profiles used to plan differentiated lessons for all abilities and subgroups. These highlights PP students as well as identifying teacher/TA support.
Data Analysis and Tracking	N RUNCIE	To make sure Heads of Department are aware of specific areas of weakness. To ensure PP internal gaps plus gaps to national average non pp are used to plan focused intervention following each assessment window. To make sure Heads of year are aware of PP students who are at risk of underachieving.	To collate half termly analysis of PP data and feed this back to Heads of Department and SLT. Report achievement against national expectations including the use of national transition matrices. Provide challenge and support to ensure effective learning strategies are in place to support PP students. .

Key Objective: Intervention

Rationale: The progress grades of students can be boosted dramatically with targeted intervention in small group or on a 1 to 1 scale. The following strategies are based on improving achievement and attainment for PP students. The evidence from the Sutton Trust states that 'One-to-one tutoring adds+5 months and is judged to have moderate impact'. At ESLA we ensure that 1-1 tuition is sharply focused upon analysis of students' achievement in each individual component of the English and maths curriculum in a continued drive to ensure we narrow the gap both internally and in relation to non PP students nationally. This is based upon the rationale that 'Students eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition." Making Good Progress Pilot (2010). DCSF Research Report RR184. Price Waterhouse Coopers (PwC) LLP. The academy recognises that whilst intervention is important to support underachievement, the main driver in ensuring students reach their potential is via high quality teaching and learning in every classroom.

Focus	Person(s) Responsible	Success Criteria	Chosen Strategies
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Literacy and Numeracy	N RUNCIE	Gap in expected reading ages, between disadvantaged pupils and others is reduced	Learning support assistants are focussed supporting students in improving literacy and numeracy skills/ reading ages. LSAs extract small groups of students. HLTAs support PP students during study support (an additional lesson for students at the end of each day). Employment of KS2 teacher to provide specialist support for nurture groups in KS3.
Literacy and Numeracy Catch-up	N RUNCIE	To close the gap for students eligible for catch up funding in year 7.	Targeted literacy and numeracy strategy to support students, with a particular focus on Year 7 students entitled to 'catch up' funding. Lexia and Renaissance Learning programmes for English catch up along with Alfiesoft for maths.
Summer School/Holiday Clubs	L FARRELLY/B THOMPSON	To offer all disadvantaged students' access to additional support with literacy, numeracy. Catch up sessions every holiday as well as trips to build confidence and resilience.	Targeted revision sessions during school holidays, as well as a 'Summer School' programme for the new Year 7 intake.
Out of School Hours Support	M KEALEY	To offer all disadvantaged students the opportunity for additional support and enrichment across a broad spectrum of subjects. This includes 1-1 tuition.	Support in many subjects including Duke of Edinburgh (bronze, silver) Art materials and tutoring, Art trips, PE clubs, PE trips, STEM clubs and trips. Music and Theatre Studies extra-curricular opportunities, including lunchtime and after school activities. London trips to West End. Planned trip to Auschwitz. Transport and costs for weekend geography field trips. Horse riding for students with SEND as part of play away. Transport costs provides for all trips.

Key Objective: Attendance and Punctuality

Rationale: The impact of good attendance on a student's achievement and performance in examinations is profound. The strategies below are targeted at improving attendance of students at ESLA. Students with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than students missing 15-20 percent of KS4 lessons. Students with excellent attendance above 98% are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20% of KS4 lessons. Government Research Report Feb 2015.

Focus	Person(s) Responsible	Success Criteria	Chosen Strategies
Pastoral/Attendance Briefings	B WHELLER/C HUGHES	To improve the attendance of students across the Academy.	Morning briefings highlight current statistical attendance data across individual year groups as well as the importance of attendance upon attainment and achievement. Form tutors are required to take a more active role in addressing attendance and punctuality issues in their form. This includes parental contact and personal pastoral support.
Attendance and Punctuality	C HUGHES	To raise attendance of disadvantaged students to a minimum of 94%	Provision of a free school breakfast for those students entitled to PP funding to encourage prompt arrival to school and a ready to learn mind-set. Enhanced attendance support strategies including free school uniform, travel and reward incentives, and provision of bus passes. The academy currently operates a free staffed school bus to transport students to and from the Speke area.

Attendance	C HUGHES	To raise attendance of disadvantaged students to a minimum 94%	<p>EWO to advise and support the families of those learners with complex needs. The Academy has increased EWO hours this year and closely monitors the effectiveness of practice. Our rationale is to change the attitude and culture of those students' families towards attendance by raising aspiration.</p> <p>The importance of good attendance is promoted in reward assemblies and recognised through prizes and certification.</p> <p>In these assemblies students are continually reminded of the link between attainment, achievement and attendance.</p>
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Key Objective: Teaching and Learning

Rationale : The NFER has published research for the DfE reporting on effective strategies used in schools across the country to raise the attainment of disadvantaged pupils. The research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice, highlights what the most successful schools are doing to raise disadvantaged pupils' attainment. The report highlights how different school characteristics and intake influence students' outcomes. This research concludes that greater academic success is associated with a drive by schools to embed metacognitive practices in the classroom. At Enterprise South Liverpool Academy, we recognise this and believe that intervention takes place in the classroom via high quality learning experiences. A deep knowledge of our students, their ability levels and their learning needs. Each subject areas recognises the importance of personalised learning to raise the attainment of the students from deprived backgrounds.

Focus	Person(s) Responsible	Success Criteria	Chosen Strategies
Academy Teaching and Learning Thursday Briefings/Teaching and Learning inset/Outstanding Practice Programme	A. ST JOHN/M KEALEY	To maintain a continued focus upon the academy minimum expectations to promote high quality teaching and learning.	Delivery of 15 minute briefing each Thursday. Effective strategies such as questioning are modelled during interactive staff training. Staff are filmed using techniques modelled during inset and training. This is then re modelled to staff. Differentiation and targeted support for PP students remains a key focus for all. See teaching and learning section of website.
Metacognition for learning	A ST JOHN/M KEALEY	To raise awareness of the importance of metacognition in lessons and the impact it can have to promote deep learning.	Delivery of twilight training and continued INSET sessions. Train staff in promoting metacognitive awareness and use of co-operative learning structures.

Continued subject focus to ensure support for students eligible for PP G

Design Technology	K BELL	To ensure all students have the same access to all supplies for food technology.	<ol style="list-style-type: none"> 1. Organisation, purchase and provision for all ingredients for key stage 3 and key stage 4. All PP students provided with ingredients. 2. After school homework, cookery clubs and STEM club organisation.
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English	P WRIGHT	To improve the performance of PP students in their studies.	<ol style="list-style-type: none"> 1. Study support sessions for key stage 4 students with lunch/ snacks provided. 2. After school revision sessions at Key Stage 3. 1-1 literacy support. 3. Provision of revision guides at a subsidised price.
Maths	R PARTINGTON	To improve the performance of PP students in their studies.	<ol style="list-style-type: none"> 1. Appointment of additional LSA. 2. Targeted support at KS3 and 4 from designated HLTA.
ICT	G SIBBALD	To improve the performance of PP students in their studies.	<ol style="list-style-type: none"> 1. Organisation of school packed lunches for PPI students delivered to classrooms at lunchtime so year 11s can study without queuing for lunch. 2. Provision of revision guides for a subsidised price. 3. After school 'teacher supervised' homework clubs.
Art	L HUGHES	To improve the performance of PP students in their studies.	<ol style="list-style-type: none"> 1. Provision of free equipment and materials for students to take home to help them complete work. 2. The art department offers lunchtime and after school support with visiting artists in residence .Staff provide workshops every half term holiday.
RE	D MYERSCOUGH	To improve the performance of PPI students in their studies.	<ol style="list-style-type: none"> 1. Revision clubs 2. Disciples breakfast club on Thursday – RE subject knowledge booster sessions. (free breakfast) 3. Revision materials posted home 4. Free revision guides provided to pupils in focus groups 5. Lunchtime sessions and after school sessions with individual teachers.
History	W STANISTREET	To improve the performance of PPI students in examinations.	<ol style="list-style-type: none"> 1. Saturday revision sessions 2. Subsidised School trips to Auschwitz and retreat to Colomendy 3. Free revision guides provided.
PE	S TOD	To improve the performance of PPI students in their studies.	<ol style="list-style-type: none"> 1. Revision clubs 2. Practicals at lunch - e.g. - Table Tennis 3. Free revision guides 4. Subsidised revision weekends - Colomendy. 5. Intervention - near to exam season - PE staff withdraw identified PP students to revise in small groups.
Music	D MCNAMEE	To ensure disadvantaged students have access to the same opportunities as all other students.	<ol style="list-style-type: none"> 1. Provision of peripatetic music lessons 2. Music clubs & lunchtime concerts. Subsidised theatre trips 3. Christmas shows.