

**The Academy of St. Nicholas**

Impact of Pupil Premium Spend 2016-2017

Low impact

High impact

Future focus

Moderate impact

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| **Objective 1: Curriculum**  To ensure the curriculum offer meets the needs of all students eligible for PP funding at all key stages. | |
| **Strategies** | **Impact** |
| Motivational Support - Assertive  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. | Very positive impact on the welfare of PP students due to mentoring and support. High link between students who needs support and those who are PP. Support from outside agencies was limited this year.  Continue with this method of intervention to improve the welfare of PP students. All PP students to receive mentoring next academic year. |
| Personalised Curriculum  Offsite provision for vulnerable students. | Students on alternative curriculum do better than if they were in main stream school. They are engaging with the services provided by the AEP. However, numbers have been too high and this provision needs to be targeted effectively. This will continue in 2017-2018. |
| Educational Visits  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. | Student voice states that students enjoy trips and learning outside of the classroom. No direct link between Enrichment activities and progress of PP students, however the increased engagement with subjects due to enrichment has added to the impact on progress of PP students. |
| ICT Support  Provision of additional ICT support/facilities including class sets of iPad, and visualisers in classrooms. Packages to support mathematics such as Alfiesoft. | Although teaching and learning has improved, there needs to be a bigger focus on sharing best practice to ensure all teachers demonstrate strong teaching practice. |
| Data Analysis and Tracking  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.  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. . | Staff voice showed that they have increased awareness on the progress of disadvantaged students.  PP students re identified on all class profiles/seating plans.  Next year, PP will be a standing item on all agendas. |
| **Objective 2: Intervention**  The progress grades of students can be boosted dramatically with targeted intervention in small group or on a 1 to 1 scale. | |
| **Strategies** | **Impact** |
| Literacy and Numeracy  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.  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. | Progress in English and maths has improved in year 7 (See impact data).  Progress for PP students is improving (See impact data). Gap still not reduced in all subjects. Attainment for English and maths is improving.  It is an improving picture but there still needs to be a focus on raising the attainment and progress of students eligible for PP. (See Impact data).  Low and High ability PP students need to be focused on in the next academic year.  The reading ages of pupils who received catch up all increased. Engagement with the software was not favoured so new software was introduced during the year and will be used again in the following academic year. |
| Summer School/Holiday Clubs  Targeted revision sessions during school holidays, as well as a ‘Summer School’  programme for the new Year 7 intake. | The baseline data suggests that summer school has no impact on the progress of students in year 7.  The transition programme to be reviewed to include literacy and numeracy activities. |
| Out of School Hours Support  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. | Student voice states that students enjoy trips and learning outside of the classroom. No direct link between Enrichment activities and progress of PP students, however the increased engagement with subjects due to enrichment has added to the impact on progress of PP students. |
| **Objective 3: Attendance and Punctuality**  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. | |
| **Strategies** | **Impact** |
| Pastoral/Attendance Briefings  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 | Although the progress of disadvantaged students has improved, their attendance compared to non-disadvantaged remains a concern. Next year there still needs to be a focus of improving attendance of disadvantaged students. |
| Attendance and Punctuality  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.  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.  The importance of good attendance is promoted in reward assemblies and recognised through prizes and certification.  In these assemblies students are continually reminded of the link between attainment, achievement and attendance. | Although the progress of disadvantaged students has improved, the attendance compare to non-disadvantaged remains a concern. Next year there still needs to be a focus of improving attendance of disadvantaged students.  Attendance to breakfast club very low although there are a small number of regular disadvantaged students who do attend. Next year, look at strategies to improve attendance including asking students why they don’t attend. |
| **Objective 4: Teaching and Learning** | |
| **Strategies** | **Impact** |
| Academy Teaching and Learning Thursday Briefings/Teaching and Learning inset/Outstanding Practice Programme  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 | Although teaching and learning has improved, there needs to be a bigger focus on sharing best practice to ensure all teachers demonstrate strong teaching practice.  Staff voice showed that they find the briefings useful.  To continue next academic year but will be fortnightly to allow staff time to try out and embed strategies. |
| Metacognition for learning  Delivery of twilight training and continued INSET sessions. Train staff in promoting metacognitive awareness and use of co-operative learning structures. | Although teaching and learning has improved, there needs to be a bigger focus on sharing best practice to ensure all teachers demonstrate strong teaching practice.  A recent SiL T&L review showed that questioning had improved. Further work still needed in this area next year. |
| Design Technology  Organisation, purchase and provision for all ingredients for key stage 3 and key stage  4. All PP students provided with ingredients. | Providing ingredients has led to an increase in attainment for PP students. |
| English  Study support sessions for key stage 4 students with lunch/ snacks provided.  Provision of revision guides at a subsidised price. | Attainment in English is improving although this needs to remain a focus for next year.  Student voice showed that students appreciated lunch/snacks being provided as this allowed them to spend more time at the support session. |
| Maths  Appointment of additional LSA.  Targeted support at KS3 and 4 from designated HLTA. | Attainment in mathematics is improving although this needs to remain a focus for next year. |
| 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. | Student voice showed that students appreciated lunch/snacks being provided as this allowed them to spend more time at the support session.  Attainment and progress in ICT is good.  Attainment in Computer Science is above the national average. |
| Art  Provision of free equipment and materials for students to take home to help them complete work.  The art department offers lunchtime and after school support. | Attainment and progress in Art is good. |
| RE  Revision clubs  Disciples breakfast club on Thursday – RE subject knowledge booster sessions. (free breakfast)  Free revision guides provided to pupils in focus groups. | Student voice showed that students appreciated lunch/snacks being provided as this allowed them to spend more time at the support session. |
| History  Saturday revision sessions. Free revision guides provided.  Subsidised School trips to Auschwitz and retreat to Colomendy. | Attainment and progress in History is improving but remains a focus for next year.  Student voice states that students enjoy trips and learning outside of the classroom. No direct link between Enrichment activities and progress of PP students, however the increased engagement with subjects due to enrichment has added to the impact on progress of PP students. |
| PE  Revision clubs and subsidised revision weekends - Colomendy.  Practicals at lunch - e.g. - Table Tennis  Free revision guides | The timings of practical moderation was brought forward this year. Improved tracking systems introduced. Practical scores improved.  Student voice states that students enjoy trips and learning outside of the classroom. No direct link between Enrichment activities and progress of PP students, however the increased engagement with subjects due to enrichment has added to the impact on progress of PP students. |
| Music  Provision of peripatetic music lessons  Music clubs & lunchtime concerts. Subsidised theatre trips | Attainment and progress in music is improving but remains a focus for next year.  Student voice states that students enjoy trips and learning outside of the classroom. No direct link between Enrichment activities and progress of PP students, however the increased engagement with subjects due to enrichment has added to the impact on progress of PP students. |

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| **Catch-Up Premium** | |
| **Strategy** | **Impact** |
| Numeracy | Student who were identified as needing catch-up made good progress. The strategic plan of numeracy catch-up intervention for the next academic year 2016-2017 to include the SiL Catch up programme/resources. |
| Literacy | Year 7  16 out of 20 students have made between 7 and 60 months progress this term.  3 students have made 2-4 months progress and 1 student, who has a specific learning difficulty, has not shown any progress. A plan is in place for these students for next term to address this.  **Year 8**  7 out of 9 students (78%) have made at least 10 months progress from April-June 2017 with the greatest progress being 25 months.  7 students targeted for intervention are Pupil Premium. 86% of the PP students have made progress this term ranging from 10-25 months compared to 2 (100%) non PP students who have made progress this term with 50% making more than 10 months progress.  **Year 9 (1 student)**  1 student in Year 9 (PP) with an EHCP has 1 option block in Learning Support to work on literacy, numeracy and social skills. She has made 11 months progress with reading this term and will continue this intervention in Year 10.  The literacy strategic plan is excellent and allows students to progress at a rapid and sustained rate and will continue in the next academic year. |

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| **Additional Information** | |
| **Strategy** | **Impact** |
| Rewards | The progress of disadvantaged students has improved this year. Rewards and positive attitudes to learning have ensured that disadvantaged students are making rapid and sustained progress in relation to their starting points. Nevertheless, more improvement needs to be shown in the next academic year to ensure all disadvantaged students are making progress. This will be implemented in all lessons to ensure that students have high expectations in every lesson. |