

Planned expenditure Priorities for 2018 – 2021

Priority A Support Networks: Provide students with the support to ensure that they have access to wider cultural experiences developing PP students who are super literate and embrace the wider world of literacy and literature through experiences in context. £73,360

Barrier A	Chosen action / Approach / Benchmarks	What is the evidence and rationale for this choice?	Monitoring	Staff Lead	Desired impact Success criteria
<p>Some students are at risk of either not fully accessing or fully embracing the wider cultural and literate curriculum offer.</p>	<p>Ensure the curriculum meets the needs of KS3 PP students, meaning that all PP students make the progress they are capable of. The needs of students below secondary ready are met and their progress is accelerated. Equally those students with high starting points continue to be stretched and accelerate further.</p> <p>All subjects to design an enriching curriculum which ensures PP students do not suffer a “poverty of experience”.</p> <p>Ensure that the wider curricular offer enriches PP student’s culture capital to equip them with skills and experiences to succeed in line with all students nationally.</p> <ul style="list-style-type: none"> • Review of curriculum and planning in each subject to ensure the needs of each PP student is met. Teams not just reliant on Literacy bolt ons and ‘catch up’. • Key groups: HAPS, SLC, those not secondary ready. • Utilise the ‘year 6’ intelligence we receive to ensure standards and expectations year 7 students are accustomed to are maintained. • Each department to identify a KS3 (7&8) ‘Curriculum Experience’ where students will benefit from an educational visit, retreat and/or visiting specialist. • Apply the minimum 70% rule to all internal and external activities where the make-up of the cohort attending must be at least 70%. • All year 7 PP students to attend ‘Personal Best’ retreat. • All year 7&8 students mentored by ‘Humanutopia Heroes’ are PP students. • All year 11 to experience the theatrical performance of ‘Romeo and Juliet’. • Introduction of a KS3 Drama club • Expansion of the music provision and opportunities for PP students to engage in live performances. • Duke of Edinburgh award facilitated. • Immersion in news, arts, theatre and literature including visiting writers, poets and external visits to libraries, Debate mate. • Implement a system for mapping extra-curricular provision across the school, including documenting attendance of the 70% minimum PP attendance. <p>Resourcing the curriculum: PP funding will resource</p> <ul style="list-style-type: none"> • Uniform in year 7 • Stationary 	<ul style="list-style-type: none"> • The percentage of students with a lower vocabulary base and literacy/numeracy levels is significantly higher within the PP cohort than within their non PP cohort of peers. • Students from a low economic background are less likely to have exposure to any form of cultural experience or wider cultural experiences. • Therefore, PP students have a limited evidence base to formulate opinions and stimulate imagination from. For example, some PP students will struggle to access GCSE History questions due to the A level standard literacy levels required, others will not have any notion of what a coastline may look like nor understand the layout of a theatre. • We want to prevent our PP students from being disadvantaged in any way based upon their lack of opportunity, access or experience. • We want students to be articulate and confident with good life skills. We recognise they deserve to be super literate in order to become equal candidates for any application for further, higher education, apprenticeship, or job opportunity of their choice. • We want no surprises for our PP students as they encounter any form of assessment. We intend that they will have increased their real life experiences and vocabulary base in order to be fully prepared for the demands and rigour of language in examinations. 	<p>Monitoring of the minimum 70% attendance rule to all enrichment activities.</p> <p>Evaluation of the impact on PP students post enrichment activities.</p> <p>PP student voice post attendance at all enrichment activities.</p> <p>Termly MER to monitor impact on quality of learning within lessons and over time.</p>	<p>TU SLs HoY Chaplain Relevant teaching staff</p>	<p>PP students who are below the secondary ready score on entry accelerates over the academic year. All PP students make minimum ‘one step’ progress.</p> <p>The % of PP students accessing wider cultural experiences increases. 70% minimum threshold is achieved.</p> <p>MER shows qualitative evidence of improvement in ‘learning’ based on a widening cultural knowledge of PP students.</p> <p>PP student voice demonstrates that students place high value on the enrichment experiences provided.</p> <p>Increase in attendance of PP students at extra-curricular activities.</p> <p>Improvement in uniform standards.</p> <p>Improvement in pride and presentation in books.</p> <p>PP P8 for KS4 shows an improvement. Within that improvement the gap between PP and non PP students in comparison to national also reduces.</p>

	<ul style="list-style-type: none">• Year 7 retreats• Field trips• Theatre visits• Library visits• All cooking materials• Knowledge organisers/revision guides• Arts/DT materials• DofE• Debate Mate• Peripetitic music lessons• Humanutopia• Personal Best Rewards				
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Priority B Sustaining Confident Learners: Ensuring pupil premium students develop greater confidence, independence and self-reliance in their learning and are provided with appropriate resources to deepen their knowledge base. £73,603					
Barrier B	Chosen action / Approach / Benchmarks	What is the evidence and rationale for this choice?	Monitoring	Staff Lead	Desired impact Success criteria
<p>Low levels of confidence and independence in some PP students, particularly around study can limit their progress.</p> <p>Complex external factors faced by PP students can limit progress made outside of school.</p>	<p>Develop a further understanding of the factors which affect the confidence and resilience levels of PP students which informs the teaching and learning philosophy subsequently designed to address these barriers.</p> <p>Implement a programme to ensure all stakeholders use evidence based research 'Science of learning' to inform curriculum planning and specific student support. Staff to utilise retrieval and retention strategies systematically with PP students.</p> <p>Teaching and Learning</p> <ul style="list-style-type: none"> Staff voice as to the barriers which PP students experience in the classroom and the strategies which they feel have proved effective. PP student voice as to reasons/trigger points which cause them to show a lack of resilience and confidence in certain situations. Formulate a teaching and learning group to identify and refine the teaching and learning strategies for the academy which will address the needs of PP students. Implement growth mind set and metacognition strategies into the curriculum. <p>Staff CPD</p> <ul style="list-style-type: none"> Whole academy training on 'our' T&L strategies which are successful with 'our' PP students. Leading together: TeachFirst: 2 year programme: Key components across curriculum, T&L and Behaviour safety and welfare covered at Foundation and Mastery level & used to inform Staff CPD. Calendared CPD across 2018-19- including Extended Leadership & Subject Leader meetings, whole staff CPD, collaborative planning and Personal Best briefings. <p>Study Skills & Support</p> <ul style="list-style-type: none"> Year 11 Maximising Outcomes Evening November 2018: PP students and parents receive mock grades, 'opt in' support timetable, revision guides for all subjects, study support session. Repeated for year 10 in Feb 2019. All PP students receive full stationary pack. <p>Science of Learning Yr7-10</p> <ul style="list-style-type: none"> Design and implement a system to ensure 'best value' from the knowledge organiser concept and homework policy. Staff training delivered Dec 2018. System launch Jan 2019. Half termly cycle of completion (challenge – interleaving). <p>Curriculum mapping/Learning journals</p> <ul style="list-style-type: none"> Departments complete 'curriculum mapping' exercise. 5 year curriculum plans to be designed. Departments ensure that the curriculum for each individual year group meets the needs of PP students and not a repetition of the previous year. Complete end of term 2. Departments to share long/mid-term plans for term 3 with students and parents to include: Content covered/Assessment plans/Work to be deep marked/low stakes quizzes/ homework. 	<ul style="list-style-type: none"> PP student's attainment and progress is not yet in line with their peers or all students nationally. As an academy our teaching and learning strategies do not consistently meet the needs of our PP students. MER process shows that some PP students are in the first instance passive and often when challenged fail to respond but alternatively 'shy away'. Historically, although some improvement was evident last year, PP students fail to engage in after school study either in or out of school. The economic barriers which provide a major factor in the allocation of the pupil premium has a considerable impact on the capacity of PP students access to external study. Historically it has been hard to engage some PP students' parents in their support of their son/daughter studies, internally, externally or in some cases both. PP student voice has articulated a need for them to be more prepared for lessons and assessments and a request for greater support as in how to study. The rationale for the introduction for the 'Science of Learning' is on the premise that PP Students will demonstrate that they can learn more, remember more, deepen their knowledge base over time and therefore make progress at least in line with their peers nationally. We are committed to ensuring that no PP student is disadvantaged by not having the basic tools required to effectively engage in learning. 	<p>Internal MER process to assess the quality of teaching and learning.</p> <p>Assessment points across the year- PP attainment and progress analysed and appropriate intervention identified.</p> <p>Pearson steps reviewed after each data drop for KS3.</p> <p>Post AP PP student voice specifically to assess the impact of the study support provided.</p> <p>Half termly monitoring meetings which review T and L evidence with the HT and CEO.</p>	<p>TU</p> <p>MK</p> <p>Key teaching staff</p> <p>HoY</p> <p>SLs</p>	<p>Teaching and learning group formed and ASN teaching and learning identified. Staff training delivered. Staff implement PP specific strategies.</p> <p>Quality of teaching and learning over time that is good or better is 65%+</p> <p>Staff with good questioning skills improves to 50%+</p> <p>50%+ of work scrutiny shows good practice of developmental feedback and improvements from students.</p> <p>PP year 11 predictions and AP entry data improves incrementally to -0.5.</p> <p>75% of PP KS3 students make one step of progress in each of their subjects.</p> <p>PP students show greater confidence independence and self-reliance in their learning.</p> <p>PP students articulate greater confidence in preparing for learning and assessment.</p> <p>PP parental engagement and attendance at parents evening increases to above 50% across all years.</p> <p>Increased attendance by year 11 PP students to opt in sessions.</p> <p>Clear evidence in subject SOW of differentiation to KS3 SOW to meet the needs of PP students.</p> <p>Students in the small learning community make at least the</p>

	<p>Small Learning Community Provision</p> <ul style="list-style-type: none">• £63,000 contributed by the academy to the provision of our most vulnerable disadvantaged students in year 7&8, particularly those who are not secondary ready.				<p>progress they are capable of. Those not secondary ready make at least 3 steps progress by the end of year 8.</p>
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Priority C: Student Lifestyles: Attendance of PP students improves to be closer in line with PP students nationally. PP Students have the capacity to feedback on their current provision and leaders systematically monitor and respond to the views of PP students. The progress of PP students is independently monitored and all interventions are designed to ensure PP students make the progress they are at least capable of. (Cost £213,063

Barrier C	Chosen action / Approach / Benchmarks	What is the evidence and rationale for this choice?	Monitoring	Staff Lead	Desired impact Success criteria
<p>The attendance of disadvantaged students lags behind that of non-disadvantaged students.</p> <p>The lifestyles of PP students do not support the structure and norms of school life.</p> <p>The views of PP students are not always systematically analysed in order to provide for their specific needs.</p> <p>The progress and attainment of PP students is not always analysed independently.</p>	<p>Attendance/Punctuality/PA/Behaviour</p> <ul style="list-style-type: none"> Trust attendance action plan strategies implemented. Introduce restorative practice to support the current pastoral system and promote positive attitudes within PP students towards their schooling, their peers and their staff. Utilise Room for Improvement as an alternative to PP FTE. Improve the effectiveness of RFI to further promote positive attitudes within PP students. Clear systems regarding students being sent home. Staffing costs partially funded for the roles of Heads of Year, Directors of Progress, Assistant Head PDBW and Attendance Officer. <p>Student Lifestyles</p> <ul style="list-style-type: none"> Humanutopia sessions to be delivered to all year groups. Year 10 and year 12 Humanutopia mentors to support an identified cohort of year 7&8 PP students. Barclays to deliver career/life skills sessions to all PP students. Increased communication with PP parents. Breakfast club offered to all PP students. Uniform provided for all year 7 PP students, PE department to promote hygiene and uniform standards. <p>Student Views and Student Data</p> <ul style="list-style-type: none"> The views of PP students with regard their current provision are systematically sought, evaluated and responded to. The views of PP students will be sought in the following areas: teaching learning and assessment, attendance, punctuality and behaviour, lifestyles and the wider curriculum, aspirations and destinations. All data submitted will be broken down in to each sub group wholes school and PP. All intervention strategies are designed to ensure that PP students make the progress they are at least capable of. Class charts bought in. Staff to make all planning and intervention for PP students explicit. PP students to be seated in the most prominent areas of the room. 	<p>Evidence</p> <ul style="list-style-type: none"> PP student attendance, punctuality and PA is below the national average for PP students. FT exclusions for PP students is considerably above the national average for PP students. It was necessary for the academy to enforce a firm strategy regarding expectations around behaviour, An additional approach to maintain standards and expectations of behaviour whilst also improving attendance needs to introduced. (RP) Non disadvantaged student's attendance and PA is considerably higher than disadvantaged students highlighting the additional barriers PP students face. Many PP students fail to understand the importance of attendance and punctuality and its future importance. Many PP students fail to understand the importance of wearing a uniform which includes shoes and being well presented. Many PP students fail to understand the difficulty they face in finding future employment and the skills they need to do so. Many PP students at the academy have irregular eating and sleeping patterns. Many PP students do not see the need to wear an academy PE kit. Ray Lau research..... Previous student voice exercises seek out the views of all students and not that of PP students. Non disadvantaged students 'do well' at the academy. The views of PP students are vital. Non PP students at the academy do well. PP students make considerably less progress than they are capable of. Teaching and learning is not focussed on the needs of PP students. 	<p>Attendance, punctuality and FTE of PP monitored at all data collection points – daily, weekly, HT & termly. RFI referrals and incidents logged and disseminated.</p> <p>Sessions calendared. Attendance, punctuality, behaviour and progress of the yr7&8 cohort monitored. Half termly audit of breakfast club attendance. Half termly audit of PE kit. PP student voice completed at the end of each assessment cycle. Topic specific PP student voice activities conducted. KPIs to include PP data alongside headlines. Intervention plans completed after each assessment point.</p>	<p>CH HoY DV</p> <p>MK CS MS KB/? AW/SB LE/CH</p> <p>TU IG S voice staff? All staff AR DR</p>	<p>Attendance for PP students improves. PA for PP students reduces. Students late to school reduces. Number of FTE reduces. Number of repeat referrals to RFI reduces. Attendance, punctuality, PA, attitude to learning and progress of the 7&8 Humanutopia cohort improves. Attendance by PP students to breakfast club improves. All PP students have an academy PE kit. Teaching and learning is PP student centred. All strategies are PP data informed. PP students receive greater questioning, progress checking, immediate support and reinforcement.</p>

Priority D Aspirations and Student Voice: PP Students including those which are high attaining on entry are fully aware of the full range of career opportunities open to them and take full advantage of opportunities to ensure that they acquire a pace at the destination which is most appropriate for them to fulfil their potential. £62,114

Barrier D	Chosen action / Approach / Benchmarks	What is the evidence and rationale for this choice?	Monitoring	Staff Lead	Desired impact Success criteria
<p>PP student's intentions and aspirations for the future are limited, often through a lack of understanding or confidence.</p> <p>PP white British boys are apathetic. PP white British girls attend poorly.</p> <p>Social, emotional and mental health issues disproportionately affect disadvantaged students.</p>	<p>Teaching and Learning Expectations</p> <ul style="list-style-type: none"> Identify teaching and learning principles which meet the needs of PP students. All teaching and learning strategies and initiatives introduced must be focused on meeting the needs of PP students. Instil a classroom ethos across the academy of aspiration and resilience based around a growth mindset and metacognition. Instil a learning environment based around high standards and expectations. All PP students provided with a fully equipped pencil case. Each classroom stocked with appropriate teaching and learning resources – presentation PP to be followed. Books are marked in groups PP and Non PP to identify the needs of PP students and plan intervention accordingly based on their needs. PP students seated in most prominent positions of the classroom. <p>Year 11 Maximising Outcomes Team</p> <ul style="list-style-type: none"> Team to meet regularly to identify ways in which to continually maintain and increase the motivation and aspiration of year 11 PP students. Share effective strategies up and down the academy. Student voice of year 11 PP girls around attendance. Student voice for year 11 PP boys around aspiration and learning. All year 11 PP students to be provided with a revision guide in each of their personal areas of study. <p>CEIG/Barclays/Humanutopia/EFC</p> <ul style="list-style-type: none"> All PP students receive Humanutopia sessions. All PP students receive Barclays Life Skills sessions. All year 11 PP students receive regular one to one career guidance. Academy Parliament to be 70% PP and provide regular student voice, reporting directly to the Head. Prefects to be 70% PP and provide regular student voice to MS/MK. Selected PP students to work with EFC on their leadership and life skills programmes. 	<ul style="list-style-type: none"> The progress of white British PP boys is historically considerably worse than their female counterparts. The attendance of white British PP girls is historically 2% below that of their male counterparts. The focus on achieving strong NEAT figures distracts from ensuring PP students are acquiring places at the destination most appropriate for them. Outcomes for PP HAP students are improving. Large proportions of PP students still show a considerable level of apathy or passive engagement towards their studies. The aspirations of staff for their students are not consistently high enough across the academy. A number of our PP students experience social, emotional and mental health issues, more than which we can cater for internally and therefore external support is acquired. 	<p>Leaning walks focussed on student engagement each half term. Weekly equipment checks in FT. SL meetings to provide CPD around T&L essentials. Work scrutiny per half term.</p> <p>Weekly meeting. Half termly student voice. Revision guides built into planning.</p> <p>Sessions calendared. Data drop analysis pastoral and assessment.</p>	<p>TU SLT SLs</p> <p>DL CH JC TU</p> <p>MK CS MS TU</p>	<p>PP specific T&L strategies identified and embedded consistently across the academy. PP students showing passive engagement in lesson reduces. All PP students are always fully equipped. Work scrutiny shows improved level of pride and presentation.</p> <p>PP year 11 student voice shows they are listened to and their needs are met. PP student voice shows that they are well supported in their studies and students show a more studious approach utilising revision guides and knowledge organisers. PP year 11 predictions and AP entry data improves incrementally to -0.5. PP girls attendance increase towards national average. PP boys progress improves to a minimum figure of -0.9</p> <p>PP student aspirations with regard to destinations improves. PP yr 11 NEAT figure improves from 2% to 0%</p>