

Penrice Academy Pupil Premium Strategy Statement

1. Summary information					
Academic Year	207/18	Total PP budget	280,675	Date of most recent PP Review	09/2017
Total number of pupils	1424	Number of students eligible for PP	284 (20%)	Date for next internal review of this strategy	04/2018

2. Current attainment		
	Students eligible for PP	Students not eligible for PP (national average)
% achieving 9-5 EM	35.3%	49%
% achieving 9-4 EM	58.8%	71%
Progress 8 score average	-0.139	0.1
Attainment 8 score average	43.87	49

Year	Progress Summary (Non PP)				English (Non PP)		Maths (Non PP)	
	5A*-C inc EM	P8	A8	Capped 8+EM VA	3LP	4LP	3LP	4LP
2015	33.9 (48.5)	-0.48 (-0.11)	N/A	964.54 (989.91)	37.1 (55.3)	8.1 (9.1)	45.9 (71.6)	14.8 (24.9)
2016	59.7 (78.2)	0.08 (0.22)	47.26 (52.93)	1011.7 (1021.9)	86.9 (94.6)	47.5 (62.3)	60.7 (73.5)	21.3 (24.5)
2017	N/A	-0.16 (0.13)	43.58 (50.35)	N/A	N/A	N/A	N/A	N/A

Year	Basics 9-5		Basics 9-4	
	Achieving 9-5 in English	Achieving 9-5 in Maths	Achieving 9-4 in English	Achieving 9-4 in Maths
2017	50.1 (71.6)	39.2 (62.8)	66.7 (86)	60.8 (80.9)

Barriers to future attainment (for students eligible for PP)

3. In-school barriers

High attaining students who are eligible for PP are making less progress than other high attaining students across Key Stage 3. This inhibits sustained high achievement through KS4.

Perceived engagement with learning and aspirations of PP students are lower for students eligible for PP than other pupils.

Progress in English and Maths are lower for students eligible for PP than for other pupils.

The number of PP students achieving the EBacc element is below national average.

4. External barriers

Low attendance rates of PP students compared to others. Persistent absence is higher than other students.

Engagement of PP Parents is lower than other Parents.

Desired outcomes	Success criteria	
A.	Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.	Students eligible for PP make as much progress in English and Maths as 'other' students so that 85% or above are on track for making at least expected progress by the end of KS4.
B.	Progress in all other subjects for students eligible for PP at KS4 is in line or exceeds that of other pupils.	Students eligible for PP make as much progress in all other subject areas as 'other' students so that 85% or above are on track for making at least expected progress by the end of KS4. Whole school results for 2017-18 meet targets of P8 0.50 / A8 5.35.
C.	Improved rates of progress across KS3 and KS4 for high attaining students eligible for PP.	Students eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' students identified as high attaining, across Key Stage 3, so that 85% or above are on track (score 3-5) for making at least expected progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
D.	Engagement with learning and raising aspirations of PP students are lower for students eligible for PP than other pupils.	Students eligible for PP are fully engaged in learning and have the highest aspirations for future pathways post KS4 into education, employment or training. 100% of PP students to not be NEET. Students eligible for PP experience a range of bespoke opportunities to raise aspirations relating to education, employment and apprenticeships from KS3
E.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves to 96% in line with 'other' pupils.
F.	Increase engagement of PP Parents.	Parents of students eligible for PP engage fully with the school to support progress of their child. Attendance at parents' evenings and other academic school events increases.

4. Planned expenditure					
Academic year		2017 - 2018			
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?
<p>A. Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.</p> <p>B. Progress in all other subjects for students eligible for PP at KS4 is in line or exceeds that of other pupils.</p> <p>C. Improved rates of progress across KS3 and KS4 for high attaining students eligible for PP.</p>	<p>Pupil Premium Raising Standards Leads appointed in Maths, English, Science and for the Open Qualifications to monitor pupil progress within subject areas and inform and monitor strategies to improve attainment.</p>	<p>Within the context of a large school there is a need to be able to monitor progress and drive whole school improvement within department areas. PP RSLs (EN, Ma, Sc) are subject specialists and outstanding practitioners. The ability to have this focus within departments allows for informed discussions on PP progress and individual pupil needs to inform teaching and learning approaches.</p>	<p>Weekly and bi weekly PP RSL meetings to ensure consistency of expectations regarding quality first teaching of PP. Learning walks with PP RSLs and AP (HOD / HOY / SLT) focused on PP cohort across Year 7 – 11.</p>	<p>Pupil Premium Coordinator & PP RSLs (HODs)</p>	<p>Ongoing</p> <p>Following every data entry point</p>
<p>C. Improved rates of progress across KS3 and KS4 for high attaining students eligible for PP.</p>	<p>MABLE RSLs appointed for Maths, English, Science, Humanities and MFL to monitor high band pupil progress within subject areas and inform and monitor strategies to improve high band attainment.</p>	<p>With higher than average attainment on Entry is a need to be able to monitor progress and drive whole school improvement and within department areas. MABLE RSLs are subject specialists and outstanding practitioners. The ability to have this focus within departments allows for informed discussions on MABLE (PP) progress and individual pupil needs to inform teaching and learning approaches.</p>	<p>Weekly and bi weekly MABLE RSL meetings to ensure consistency of expectations regarding quality first teaching of MABLE (including PP). Learning walks with PP RSLs and AP (HOD / HOY / SLT) focused on MABLE cohort across Year 7 – 11.</p>	<p>MABLE Coordinator & MABLE RSLs (HODs)</p>	<p>Ongoing</p> <p>Following</p>

<p>A. Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.</p>	<p>Additional teacher in English and Maths employed to create extra classes in Year 10 and 11 in English and Maths.</p>	<p>The ability for students to receive additional coaching and time within classes will result in increased understanding and attainment. Creating an extra class for English and Maths in Years 10 and 11 results in smaller class sizes and greater focus on individuals not making expected progress.</p>	<p>Thorough consultation of SLT and HODs (En & Ma) in the creation and implementation of this system. Students eligible for PP where carefully selected for each class based on prior attainment and progress as well as choosing the 'most appropriate teacher' for their learning needs. Ongoing learning walks ensure good teaching and learning practice is in place.</p>	<p>Pupil Premium Coordinator, SLT & HODs (En & Ma)</p>	<p>July 2018</p>
<p>A. Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.</p> <p>B. Progress in all other subjects for students eligible for PP at KS4 is in line or exceeds that of other pupils.</p>	<p>CPD on raising aspirations and strategies to impact on progress of students eligible for PP funding. Ongoing CPD cycle to improve classroom pedagogy to ensure outstanding practice and consistently good and outstanding classroom experiences for pupils.</p>	<p>We want to offer high quality teaching to all students to improve attainment and progress. CPD sessions offer pedagogical knowledge and subject knowledge is then developed in breakout sessions. Such approaches raise standards as suggested by the Teacher Development Trust research review on professional development.</p>	<p>CPD topics selected using school improvement targets as identified by need. Time for CPD is factored into directed time and attendance monitored to ensure consistency. Learning walks and peer observation follow to ensure practices are in place across the school. Feedback provided to teaching staff to further improve practice.</p>	<p>SLT</p>	<p>July 2018</p>
Total budgeted cost					<p>£110,422</p>

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. Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.	HTLAs in English (x3) and Maths (x2) are funded through the PP budget and timetabled to work with students eligible for PP funding who are not making expected progress.	The ability for students eligible for PP funding to receive additional 1:1 support and small group coaching and extraction will result in increased attainment within English and Maths.	HODs (En & Ma) organise timetable to ensure staff delivering provision are targeting the students eligible for PP funding who are not making expected progress. HODs (En & Ma) and PP RSL to monitor HTLA impact of targeted pupils. Ongoing data analysis to ensure expected progress is being made.	HODs (En & Ma)	Ongoing July 2018
A. Progress in English and Maths for students eligible for PP is in line or exceeds that of other pupils.	Weekly Year 11 small group sessions in maths and English for PP and high-attaining students with HOD or equivalent, replacing tutor time or assembly.	Sessions target students in small groups to address areas of misconceptions. Resources and staffing provided in part through PP budget.	HODs (En & Ma) identify groups based on prior achievement with priority given to students eligible for PP funding who are not making expected progress. HODs (En & Ma) and PP RSL to student achievement through ongoing data analysis to ensure expected progress is being made and to ensure cohort is appropriate to needs.	HODs (En & Ma), PP RSLs, PP Coordinator	Ongoing Following every data entry point
Total budgeted cost					£130,643

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?
D. Perceived engagement with learning and raising aspirations of PP students are lower for students eligible for PP than other pupils.	Provision of learning and revision resources for all PP students at KS4.	Where families lack the ability to purchase appropriate learning and revision resources students are clearly at a disadvantage over their peers. Providing resources supports better progress to be made for these students.	PP RSLs identify students in need of learning resources which are then discreetly disseminated through class teachers.	PP Coordinator, PP RSLs.	April 2018
E. Increased attendance rates for students eligible for PP.	<p>Additional Attendance Officer employed to monitor students and follow up quickly on attendance issues of pupil eligible for PP funding. First day response provision.</p> <p>Priority given to PP students for first call homes on day of absence followed by priority home visits as required. Form tutors prioritise phone calls home for PP students between 93% – 90%.</p> <p>Weekly PP attendance data is shared with HOY and year teams colour coded to identify PP students in need of actions,</p>	If children aren't attending school, have less than expected attendance (less than 96%) or are persistently absent then the school cannot attainment. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, AP Pastoral, HOY etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme where appropriate to ensure students attend on a regular basis, building to full timetable. Personalised support for each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and mentor. Letters about attendance to parents / guardians. Attendance Officer to visit all PA at home to discuss attendance with parents / guardian and explore barriers.	Pupil Premium Coordinator, AP Pastoral, HOY, Form Tutors.	April 2018
A. Progress in English and Maths for students	Use of Class Charts for staff to explicitly know	Learning walks identify further identification methods are needed to	Whole staff CPD to launch the application (Feb 2018) and ongoing	HODs, PP RSLs, PP	July 2018

<p>eligible for PP is in line or exceeds that of other pupils.</p> <p>B. Progress in all other subjects for students eligible for PP at KS4 is in line or exceeds that of other pupils.</p> <p>C. Improved rates of progress across KS3 and KS4 for high attaining students eligible for PP.</p>	<p>their PP students.</p> <p>Cohort information can be shared with all staff for use when organising seating plans, undertaking coaching and feedback tasks.</p>	<p>ensure that teaching and learning approaches described in this document are explicitly applied to the PP cohort.</p>	<p>monitoring of use through the electronic platform, learning walks and analysis of student progress data.</p>	<p>Coordinator, SLT</p>	
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