

Red House Academy Pupil Premium Strategy Document 2016 – 17 (20 October 2016)

1. Summary information					
School	Red House Academy				
Academic Year	2016/17	Total PP budget	£316, 995	Date of most recent PP Review	Oct 16
Total number of pupils	523	Number of pupils eligible for PP	337	Date for next internal review of this strategy	Jan 17
2. Current attainment					
		Pupils eligible for PP (Red House)		Pupils not eligible for PP (national average)	
% achieving The Basics (A*-C in English & Maths)		30%		64.7%	
Expected Progress in English / Maths		53% / 23%		75.8% / 73.4%	
Progress 8 score average		-1.0		0.12	
Attainment 8 score average		36.9		52	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	The proportion of middle ability disadvantaged students is increasing; in 2015/16 this group made less progress than higher and lower ability disadvantaged pupils; well below the national average.				
B.	Rates of progress of the disadvantaged students in maths and English at the end of Year 11 though improving, remain below that of the national average; while expected progress in English improved significantly last year, the progress made in maths declined.				
C.	The perennial pattern of year groups with attainment below or significantly below national average on entry, and weak literacy and numeracy skills overall. PP students in Years 8 to 11 were, on average, at least one sub-level below their peers on average. In the current Year 7, of those deemed not secondary ready, three quarters are disadvantaged.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Some families are 2 nd or 3 rd generation unemployed; many students have low aspirations and expectations for their life chances as a result.				
E.	Disadvantaged students' attendance is improving, but is lower than the national average for all pupils (2015/16: 93.1%; persistent absence was 18%; punctuality was 98%). This reduces time in school and limits the progress they can make.				

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improve the outcomes of disadvantaged students in Key Stage 4 and diminish the differences between disadvantaged and other students.</p> <p>Tracked at data collections (see tracking grid on page 3 below) and measured at publication of final 2017 exam results.</p> <p>All disadvantaged students have an intended destination for work, training or further education.</p>	<p><u>Basics*</u>: Disadvantaged Pupils: 33% (based upon FFT20 with additional challenge)</p> <p><u>Progress 8*</u>: PP students' Progress 8 = 0.0 PP/SEND* students' Progress 8 = 0.0</p> <p><u>NEET*</u>: Zero</p>
B.	<p>Improve the attainment and the progress of disadvantaged middle ability students at Key Stage 4 and diminish the differences to the National Averages.</p> <p>Tracked at data collections (see tracking grid on pages 3 & 4 below) and measured at publication of final 2017 exam results.</p>	<p><u>Basics*</u>: 36% for the MAT* cohort</p> <p><u>Progress 8*</u> = 0.0 for the MAT* cohort</p>
C.	<p>Accelerate the progress made by students eligible for PP in all subjects, in both key stages and especially in Maths and those subjects in the Ebacc bucket.</p> <p>Tracked at data collections (see tracking grids on pages 3 & 4 below) and measured at publication of final 2017 exam results.</p>	<p><u>Progress 8*</u> = 0 in KS4 in all subjects including maths</p> <p><u>Expected progress</u> = 70% in Years 7, 8 & 9</p>
D.	<p>In both key stages, improve the rates of progress of disadvantaged students with special educational needs.</p>	<p><u>Basics*</u>: 12% for the cohort <u>Progress 8*</u> = 0.0 for the cohort <u>Expected progress</u> = 70% in Years 7, 8 & 9</p>
E.	<p>Disadvantaged students in Year 7, whose starting points are below age-related expectation, make accelerated progress from their starting points to diminish the differences to their peers.</p>	<p>>80% of Year 7 students are deemed <u>secondary ready</u> by the end of the academic year</p>
F.	<ol style="list-style-type: none"> 1. Improve attendance of all disadvantaged students to match the National Average for all students 2. Improve the attendance of current Year 11 students who have historically presented well below school norms 	<p><u>Student attendance</u> to improve towards 2015 national average of 94.8%. (2015 nat. av. for PP students is 92.5%)</p>
G.	<p>Rates and incidents of Fixed Term Exclusion for disadvantaged students reduce to Nat Average for <u>all</u> students</p>	<p><u>FTE* rates and incidents</u> = \leq Nat Av 6.7% (2015 national average for PP students = 16.7%) PEX* = 0</p>

NB: All terms marked with an asterisk are explained in the glossary on page 12

RED HOUSE ACADEMY PUPIL PREMIUM KPIs 2016-2017

KS4 Achievement	2014	2015	2016	Aut1 2016		Aut2 2016		Spr1 2017		Spr2 2017		Sum1 2017		Sum2 2017		Targets	
	Result	Result	Result	Target	Actual	Target	Actual	T	A	T	A	T	A	T	A	2017	2018
% Y11 Basics				23		25		27		29		33				33	
Y11 Progress 8: All PP Students	-0.47	-0.96	-1.02	-0.6		-0.5		-0.4		-0.2		0				0	
Y11 Progress 8: MAT				-0.6		-0.5		-0.4		-0.2		0				0	
Y11 Progress 8: PP/SEND				-0.6		-0.5		-0.4		-0.2		0				0	
Y11 Attainment 8	3.58	3.04	3.69	3.4		3.5		3.6		3.7		3.9				3.9	
% Y11 EBacc	2.9	1.5	5.7	2		3		4		6		8				8	
% with secure EET place	98	97	99 tbc	25		50		80		85		95		100		100	
% Y10 Basics				6		8		10		12		14		16			27
Y10 Progress 8: All PP students				-2		-1.8		-1.7		-1.6		-1.4		-1.2			0
Y10 Progress 8: MAT students				-2		-1.8		-1.7		-1.6		-1.4		-1.2			0
Y10 Progress 8: PP/SEND				-2		-1.8		-1.7		-1.6		-1.4		-1.2			0
Y10 Attainment 8				2.7		2.8		2.9		3.0		3.1		3.2			4.5
% Y10 EBacc				10		12		14		16		18		20			30

Punctuality, Attendance, Behaviour & Engagement	2014 Results	2015 Results	2016 Results	Aut1 2016		Aut2 2016		Spr1 17		Spr2 17		Su1 17 Target	Su2 17 Target	Target 2017
				Target	Actual	Target	Actual	Target	Actual	Target	Actual			
% Punctuality	97.3	98	98	99		99		99		99		99	99	99
% Whole School Attendance	92.5	93.1	93	93		93		93		93		93	93	93
% Persistently Absent			18	20		22		24		25		20	18	18
% PP/SEND Attendance			91.4	93		93		93		93		93	93	93
% PP/SEND Persistent Absence			21	20		22		24		25		20	18	18
Year 11 % Attendance			93.5	93		93		93		93		93	93	93
Year 11 % Persistent Absence			13	18		21		18		16		14	18	14
Fixed Term Exclusions (as % of cohort)	11.5	8.1	8	2		3		4		5		6	6.9	6.9
Number of Permanent Exclusions	0	0	0	0		0		0		0		0	0	0
% Parents attending consultations.			50	65		65		65		65		65	65	65
% Parents attending code of practice						100		100		100		100	100	100
Number of parents active in forum						4				6			8	8

		2016-2017 Milestone Targets & Actual (Current Working Level / Outcomes)						
KS3 Achievement		Aut 2 Target	Aut 2 Actual	Spr 2 Target	Spr 2 Actual	Sum 2 Target	Sum 2 Actual	2017 Target
Y9	% Expected Progress (EP) English	60		65		70		70
	% EP English MAT	60		65		70		70
	% EP English PP/SEND	60		65		70		70
	% Expected Progress (EP) Maths	60		65		70		70
	% EP Maths MAT	60		65		70		70
	% EP Maths PP/SEND	60		65		70		70
Y8	% Expected Progress (EP) English	60		65		70		70
	% EP English MAT	60		65		70		70
	% EP English PP/SEND	60		65		70		70
	% Expected Progress (EP) Maths	60		65		70		70
	% EP Maths MAT	60		65		70		70
	% EP Maths PP/SEND	60		65		70		70
Y7	% Expected Progress (EP) English	60		65		70		70
	% EP English MAT	60		65		70		70
	% EP English PP/SEND	60		65		70		70
	% Expected Progress (EP) Maths	60		65		70		70
	% EP Maths MAT	60		65		70		70
	% EP Maths PP/SEND	60		65		70		70

5. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
A: Improve the outcomes of the disadvantaged students through quality first teaching	Redesign timetable to maximise 'setting' and align staff with key groups. Rewrite schemes of work to address progress.	Quality first teaching has great impact upon progress.	Monitored via learning walks, work scrutinies, pupil voice.	AVP* Teaching and Learning (T&L*)	Half termly
A: Improve pupil progress over time in all subjects by improving the quality of teaching and learning	Continue and deepen the Dylan Williams Formative Assessment Project.	Significant amounts of educational research suggest embedded formative assessment leads to greater progress and deeper understanding for students	Monitored by AVP* (Teaching and Learning)	AVP* (T&L*)	Jan 17
A: Implement and monitor new marking policy and ensure staff are compliant in following the policy	CPD** to share practice followed up with work scrutinies and staff feedback	Effective feedback recognised by Hattie and Sutton Trust as having positive impact upon progress	Monitored by AVP* (T&L*)	AVP* (T&L*)	Half Termly
C: Increase the proportion of students who are eligible for Ebacc – Year 10 onwards	Select an Ebacc group as part of the options programme. Increase the number of disadvantaged students studying at least one language.	Year on year increases in the numbers of disadvantaged students studying a language and, for year 7 high attaining students, 2 languages	Via the implementation of the timetable	AVP* (Curriculum)	Termly

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
A B C Improve student outcomes by targeted intervention	Increase intervention after school to at least three evenings, with fully stocked KS4 study hub for independent learning	Specialist teachers addressing identified learning gaps	Monitored by Vice Principal and Curriculum Leaders	VP*	Weekly
A B C: Bespoke CPD* programme delivered by in school "experts"	CPD* programme run by good teachers. Staff complete CPD* based on need and attend six sessions over the course of the year. CPD* action research by staff 'outstanding in ...' and then lead staff training / presentation to SLT / NET Including raising the achievement of PP students	Identified needs delivered by staff within school and supported through mentoring and coaching. Sharing best practice within school, the Trust and nationally	Monitored by AVP* (T&L)	AVP* (T&L*)	Termly
A: Improve the literacy and numeracy skills of disadvantaged students by the appointment of an AVP*	Appoint an AVP* with effect from September to coordinate and monitor the teaching of numeracy and literacy across the curriculum	Developing these skills in context of subjects and having a whole school approach to skills will help cement the skills.	Monitored by AVP* (Literacy & Numeracy)	AVP* (L&M)	10-week cycle
A C: Planning to indicate where homework is set as part of the scheme of work Parents to be informed of homework on termly basis and via academy website. Homework area staffed for students who do not have the environment at home for study	Teacher planner has area to include homework Student issued homework/ study planner KS3 library and KS4 Hub App to share info with parents	Developing independent study skills, preparing students for exams and revision from early in their school career builds skills and learning habits. Developing an in-school hub and homework club for PP students to be able to study in a suitable environment	Monitored by AVP* (T&L*)	AVP* (T&L*)	Half Termly
A B: Thorough induction programme for new staff including staff in maths	Work with AVP* and external support via Maths Advisor NET	Coaching and collaboration improves the quality of teaching and learning; and provides a consistent practical approach to induction to school systems and sets out high expectations for new staff	Learning walks, work scrutiny professional conversations	AVP* (T&L*)	Oct 16
Total budgeted cost					£115 041

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
A: Ensure students catch up and keep up through targeted interventions	Students identified via departmental and the Raising Attainment meetings receive timely support and intervention to close their learning gap via after school, weekend and holiday sessions.	<p>Rapid implementation of support and interventions can prevent a student from falling further behind.</p> <p>Subject specialist staff are best placed to deliver and can consolidate learning in intervention time through normal curriculum time and vice versa.</p> <p>Additional specialist teaching at weekends, holidays and after schools where identified can accelerate learning and allow students to catch up</p>	<p>Departmental challenge meetings are followed by KS4 and now KS3 bucket meetings</p> <p>Students' feedback</p>	VP* (KS4) AVP* (KS3)	After every data trawl or when evidence in class deems it necessary
B C: Train middle ability students in Y10 (with the majority PP) as learning mentors. Coaching year 7 students in Maths and Reading	Weekly sessions in both Maths and reading led by students	Evidence suggests a two-fold impact – raised confidence leading to raised outcomes of the coach and direct help for the younger students	Monitored via AVP* and VP*	AVP* VP*	Termly

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
<p>D further improve the attendance of disadvantaged students to diminish the difference towards national average for all students.</p> <p>Continue to reduce the number of disadvantaged students who become PA*</p>	<p>1 PP Champion to provide 1-1 support and challenge of parents and students with poor attendance and who are at risk of becoming PA</p> <p>2 EdLounge/EdClass</p> <p>3 Build on existing good links with primary schools in order support each other with 'family' attendance issues and educate parents as to the rigour of RHA's challenge of non-attendance prior to entry.</p>	<p>1 Direct correlation between poor attendance and underachievement.</p> <p>2 Virtual school used to ensure that students with long term illness do not miss out on teaching and learning</p> <p>3 Historic and familial issues of poor attendance from feeder primaries. PP Champion to establish linked protocols consistently applied to eradicate problems on transition.</p>	<p>Weekly monitoring of attendance with relevant challenge, direct liaison with Local Authority Designated Officer</p> <p>Fortnightly challenge of parents and students at Pre-Trust Attendance & Discipline committee.</p> <p>Regular Monitoring by VP* and reports to MSG* & Achievement Partner</p> <p>PP Champion and VP*</p>	VP*	<p>Weekly</p> <p>Half termly</p>
<p>E Ensure that disadvantaged students' FTEs* reduce to national average for all students and PEX* remains zero</p>	<p>1 Establish a programme for identified KS3 students with behavioural/social/emotional issues in the Bridge Centre* to address individual barriers whilst developing team skills through directed intervention and Prince's Trust programme of study.</p> <p>2 Use EdClass virtual school for KS4 students who may need isolation due to adverse behaviours so that learning is not lost through FTE*.</p>	<p>1 Utilising professional experience of ex-head of EBD school and proven results of the Prince's Trust programme to work with individuals and small groups of students away from the formal classroom and develop behaviours for learning.</p> <p>2 Virtual school is staffed with qualified teachers to ensure appropriate learning takes place during 'isolation.'</p>	<p>1 Half termly monitoring and evaluation of the programme against call outs and no of FTEs as well as attitudinal surveys by students to self-evaluate progress.</p> <p>2 Monitor use of EdClass to ensure learning is appropriate and that isolation as a sanction is working to modify behaviours.</p>	<p>Head of Bridge Centre*</p> <p>VP*</p>	<p>Half termly</p> <p>Half termly</p>
Total budgeted cost					£133 704

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
A: Improve KS4 and KS3 outcomes	Introduction of Challenge meetings in P8 Buckets (Bucket meetings) extending the current model to KS3 Departmental Intervention Fund Including pastoral leads	Holistic intervention strategy; looking forensically at the performance of each underperforming student. Specific focus upon PP within the accountability cycle. Departmental skills gap intervention- 1-1 small group holidays and weekends. Heads of year input ensuring a multi-pronged approach	Led by VP* in KS4, AVP* KS3 and quality assured by both achievement partner and governors.	VP* AVP*	January 2016
A B C Improve KS4 and KS3 outcomes	As part of the cycle of challenge, bucket meetings hold whole curriculum leadership team to account and focus upon the outcomes of specific cohorts	Opportunity to drill down on the specific barriers across the whole curriculum for individual students and devise strategies to remove them. To model outstanding curriculum leadership to the whole team. To implement holistic interventions bespoke for individuals	Led by VP* and quality assured by both achievement partner and governors.	VP*	Termly
A B C Improve GCSE outcomes	Department intervention fund	CL bid for funding specifically to improve the outcomes of disadvantaged students. Strategies include residential interventions, small group / 1-1 tuition. Pizza revision nights etc.	Bids to VP* and impact measure Senior VP*	VP*	termly
A B C D E Introduce a CLs** Monitoring and Support Group	Themed termly meetings where the priorities of this pupil premium plan become the full agenda.	Deep dive into departmental approaches to, and accountability of themed aspects, Collective holding to account and learning from best practice	Led by 2 VPs* and implemented termly	Both VPs*	Termly
A: Continue the work with the most able disadvantaged students	Mentor, access to aspiration visits and speakers and working directly with Higher Education students	Raising aspirations by allowing disadvantaged students to see the opportunities and removing any barriers to access	MAB* coordinator to monitor	MAB*	Termly

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
A: Maintain NEET* as zero by outstanding CEIAG* to disadvantaged students	Complete Gold award Develop careers into the primary cluster	Developing pathways and aspiration to ensure all students have an intended destination	Monitored by AVP*	AVP* CEIAG*	Termly
A B C: Improved outcomes of disadvantaged students through ensuring equipment and resources are not a barrier to success	Provide the necessary equipment and resources such as revision guides, planners, wall charts etc. to ensure all students are equipped for success	To allow disadvantaged students to revise and work independently the necessary resources are provided	Led by VP* and family support worker	VP*	Termly
A B C D E: Raise outcomes and enjoyment of school for disadvantaged students	Ensure that no student is excluded from participation due to finance	Provide free breakfasts, ensuring disadvantaged students receive the sustenance needed to aid concentration and attendance. Providing free peri-music lessons for any disadvantaged students and support with costs for trips and extra-curricular activities	Coordinated by VP*	VP*	Termly
A B D: Staff the Bridge Centre* with significantly more subject specialists to deliver a greater range of qualifications.	Students to be examined in more subjects and fill more P8* slots.	Students will have subject specialists delivering the content, assessing and feeding back across more subjects	Timetabled from September	Head of Bridge*	Half-termly data collections
A: Improve literacy across the curriculum and ensure that students 'read widely and often'	Introduce Accelerated Reader to all Y7 students	Students' literacy skills irrespective of reading age will be improved by having designated reading time. Differentiated reading materials will be provided to compensate for any lack of resources at home for disadvantaged students.	Timetabled from September	AVP*	Termly

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
A: Improve literacy and numeracy across KS3	Continue with dedicated intervention suite for KS3 disadvantaged students offering bespoke skills based development programmes	1-2-1 tuition will address specific identified skills deficits and will be monitored by Basic Skills Coordinator	Timetabled from November	AVP*	After every KS3 data trawl.
A C D E. Increase parental engagement and the turn out to parental consultations of the parents of disadvantaged students	Employment of family support liaison who will work with families and coordinate a parents' group who will represent a parent voice forum	Engaging with the parents of disadvantaged students can support students' achievements and attendance and reduce the likelihood of FTE*. PP champion used as early intervention at the pre-PA* level	Monitored by VP*	VP*	Half termly
C: Improve the progress in KS3 of disadvantaged students by improving the KS2 to KS3 transition	Enterprise activity bridging from Year 4 to Year 11. Closer curricular links with all feeder primaries Exchange of work books to inform initial planning. Careers programme starting in KS2	Increased knowledge of students and identification of early intervention strategies.	VP* and 2 AVP*s* coordinate the programmes	VP*	July 2017
A: Improve outcomes of disadvantaged students by a programme of work experience and business mentors	Participate in 'raising aspiration' college visits and access to business mentors Provide necessary equipment to ensure full participation of disadvantaged students	Students' experience raises aspirations and generates ideas for future destinations	Monitored by AVP*	AVP* CEIAG*	Termly
Total budgeted cost					£68 250

Glossary of Terms

Attendance and Disciplinary Committee	Preliminary challenge from governors to parents of students exhibiting issues around behaviour or attendance.
AVP	Assistant Vice Principal
Basics	Achieving both English and mathematics GCSE at grade C or above until 2016 and Grade 5 or above from 2017.
Bridge Centre	Alternative provision on the academy site for students at risk of exclusion
Buckets	The way subjects are split into three 'buckets' as part of the Progress 8 calculation (see below). Bucket 1: Maths and English; Bucket 2: the English Baccalaureate subjects; Bucket 3: other GCSEs and vocational qualifications.
Bucket meetings	Meetings between Senior Leaders and the Curriculum Leaders of the subjects in each bucket
CEIAG	Careers Education, Information, Advice and Guidance
CL	Curriculum Leader
CPD	Continuous Professional Development
EfL Tariff	Engagement for Learning: calibrated 1-4 scale which is indicative of students' effort to engage with their learning
ELM	Every Learner Matters Mentor
FTE	Fixed Term Exclusions
HATs	High Attaining Students (from their assessment at the end of Year 6 in primary school)
HLTA	Higher Level Teaching Assistant
LATs	Low Attaining Students (from their assessment at the end of Year 6 in primary school)
L&M	Literacy and Numeracy
MAB	Most Able Coordinator
MATs	Middle Attaining Students (from their assessment at the end of Year 6 in primary school)
MSG	Monitoring and Support Group (a sub-committee of the Board of Governors)
NEET	Not in Employment Education or Training
NET	Northern Education Trust
PA	Persistent Absence / Persistent Absentees: students with absence rate of 10% or more
PEX	Permanent Exclusion
Progress 8 / P8	New national measure of progress across 8 subjects at GCSE
SEND	Special Educational Needs and/or Disabilities
SLT	Senior Leadership Team
T&L	Teaching and Learning
VP	Vice Principal