

Red House Academy

Red House Academy Pupil Premium Action Plan 2016 – 2017			
Headteacher name:	Dr Therese Quincey	Signature:	
Chair of Governors name:	Paul Callaghan	Signature:	
Reviewer name:	Dr Wendy Ripley	Signature:	
Date of pupil premium review:	31 October 2016		
Pupil Premium Profile 2016 –17			
Number of eligible pupils:	337 (64.4% of all students attending the academy)		
Amount per pupil:	£940		
Total pupil premium budget:	£316,995		

Executive summary

Context

- Red House Academy is smaller than the average-sized secondary school. It serves a local community that experiences higher levels of unemployment and social deprivation than are usually found. The academy is part of the Northern Education Trust.
- While the prior attainment of each cohort of pupils joining the academy in Year 7 varies from year to year, the proportion who have achieved national expectations in maths and English at the end of key stage 2 is typically well below that usually seen. Around half of all students are identified as having weak literacy, numeracy and social skills on entry to the academy.
- The proportion of pupils who are eligible for additional pupil premium funding is well above the national average.
- The proportion of pupils with an education, health and care plan in receipt of special educational needs support is less than the national average; the proportion with special educational needs is well above the national average.
- The academy does not currently meet the Government’s current floor standard.

Engagement with the review process and key findings.

- Academy leaders know their students well and are determined to meet their needs. The personal development, well-being and safety of all students including those eligible for pupil premium funding is of utmost importance. This underpins all that the academy does. Similarly, leaders place a high priority on raising aspirations and ensuring that pupils continue into education, training and employment when they leave Red House at the end of Year 11. The academy's success in ensuring high attendance rates for those pupil premium boys who present with the most challenging behaviour and sustaining a zero NEET rate for all students, stand as testimony to this.
- Governors place a high priority on monitoring the academy's work to support students eligible for pupil premium funding. The chair of the governing body is the pupil premium champion. The use of pupil premium funding and outcomes for pupil premium students form a standing agenda item on termly governing body meetings and are reported on half termly to the Executive Intervention Board.
- Senior leaders responded swiftly to the areas for improvement identified as a result of the Ofsted inspection in April 2016, including the recommendation to undertake an external review of the use of pupil premium funding in order to assess how this aspect of leadership and governance may be improved.
- Senior leaders have now effectively tackled almost all of the staffing and leadership issues that lay behind the student underachievement and decline in standards Ofsted reported in April 2016. The leadership team has been revised and strengthened. This increased capacity at senior and middle leader level is resulting in: increased accountability for student outcomes throughout the academy; more sharply focused actions; increasingly refined impact measures and success criteria, and more opportunities to monitor and evaluate the impact of the academy's actions - including the use of pupil premium funding - analytically and forensically. Leaders have made a number of new teacher and subject leader appointments since the 2016 spring term. The quality of teaching and learning is improving so that students are now generally making better progress from their individual starting points. Improvements are most marked in English at this stage, because changes to other departments and subjects such as maths are very recent.
- Senior leaders have engaged fully in the pupil premium review process from the outset. They have been very open and frank in discussions, worked very closely with the external reviewer and taken on board the suggestions and recommendations made during the 2 on-site visits undertaken in July and October (separate notes of these visits have already been shared with academy leaders).

- Senior leaders have considered the most recent guidance about how to spend pupil premium funding successfully to maximise impact and to plan and report carefully. As a result, they have implemented the model for planning and reporting the use of pupil premium funding outlined in *Effective pupil premium reviews: a guide developed by the Teaching Schools Council* (National College for Teaching and Leadership May 2016, final version September 2016). They have adopted the template for secondary schools contained within this document in order to detail how they intend to spend their 2016/17 allocation to address barriers to learning and present the rationale behind the academy's strategy and decisions. In addition, they have completely revised the academy's original 2015/16 plan in order to use the template to report the impact of pupil premium funding against the academy's intended outcomes for the last academic year more effectively. This has been a significant additional undertaking for academy leaders as part of the review process. However, this has been an extremely valuable process because through the revised 15/16 plan, leaders have been able to:
 - elucidate and articulate more clearly the many improvements in outcomes for students supported by the pupil premium funding that were secured in 2015/16 as a result of actions taken; this means that successes can now be reported more accurately and effectively and shared and celebrated more widely
 - pinpoint more precisely which strategies were less successful and why, and consider the changes needed for 2016/17
 - build on the information gleaned from the process of revising the 2015/16 plan and report in order to establish more sharply focused strategies, priorities, success criteria and impact measures for the 2016/17 plan.

The final 2015/16 report can now be published on the website, and shared with staff, governors and the academy trust. Leaders will update and revise the plan, when final validated national data is published, if need be.

The use of pupil premium funding so far has primarily supported the following:

- The provision of staff for the key stage 3 English and maths intervention unit for those students who need to catch up when they start the academy in Year 7 and for students in Years 7 and 8 whose attainment and progress falls below expectations.

- Targeted support sessions for key stage 4 students including the provision of support/intervention and opportunities for students to work independently to catch up after school, on Saturdays and in the holidays.
- The recruitment of learning support assistant apprentices.
- Investment in a Home Academy Support Team to forge links with parents, promote parental engagement and drive up attendance.
- Additional staffing in maths and English to provide extra lessons for targeted key stage 4 students and reduce class sizes to enable more personalised learning.
- Raising aspirations and providing access to extra-curricular activities and events. For instance, fully funded music tuition for pupil premium students and fees paid for visits to Russell group universities and other trips and visits.
- Breakfast Club.
- Ad-hoc support; for example, the provision of toiletries, uniform and basic items of clothing.

The pupil premium strategy so far has been driven by the following desired outcomes:

- Provide the support needed for pupils to catch up if/when they fall behind.
- Improve pupil premium students' outcomes in English and mathematics.
- Ensure the attendance of pupil premium pupils improves so that it is above that of pupil premium pupils nationally.
- All disadvantaged students leave Red House Academy with an intended destination for further study, apprenticeship or employment
- The attainment and progress of the most able disadvantaged students continues to improve; diminishing the difference to their peers and to the national average.
- Parents of disadvantaged students participate fully in their child's education and their attendance at parent teacher consultation evenings continues to improve.

How successful the pupil premium strategy has been to date.

What has worked well and resulted in improvements?

- The deployment of funding in 2015/16 has had a positive impact in almost all respects. The academy met almost all of its 2015/16 plan objectives. This resulted in a number of improvements in students' outcomes as the academy's final evaluation of its plan and strategy demonstrates.
- While some differences in the attainment and progress between pupil premium pupils and their non-pupil premium peers in the academy remain there are clear signs that on many performance measures these differences are diminishing. At this stage there are clear indicators of improvements in attainment and progress through for example:
 - almost twice the number of PP students (21 out of 71) achieved 5 A*-C including English and maths compared to 2015 (11 of 58)
 - the proportion of PP students achieving a C+ in English increased from 23% to 41% and in Maths from 19% to 30%.
 - by the end of Year 11, students had made good or better progress in a range of subjects including art, hospitality, textiles, manufacturing, hairdressing, ECDL and performing arts
 - the two students with achieved the highest Progress8 score at the end of Year 11, demonstrating outstanding progress from low initial start points were both students supported by pupil premium funding.
 - the outcomes for the most able pupil premium students improved strongly
 - throughout the academy students' rates of progress began to pick up increased pace as a result of the improvements in teaching and learning; in key stage 3, pupil premium pupils in each year group generally made the same progress as their peers.

- effective use of catch up funding resulted in 91% of Year 7 students in English and 92% in Maths attaining L4+ as a result of successful targeted interventions.
- There have been improvements in the quality of teaching and learning.
- Targeted learning interventions and support were well attended. 100% of year 11 attending at least 1 hour per week.
- Highly sensitive and personalised care and support.
- All pupil premium students participated in work experience.
- High participation rates in extra-curricular activities
- High expectations about behaviour for learning resulting for example in excellent punctuality to schools and lessons.
- Attendance rates for pupil premium students in 2015/16 were slightly above the national average for this group 93% compared to 92.5%
- There have been no permanent exclusions for 6 years. The percentage of pupil premium students who were persistent absentees was 18%, well below the national average for this group of 26.9%
- The 'Bridge' - which is the academy's own on-site alternative provision has ensured that the students presenting with the most challenging behaviour (mainly boys) have stayed safe within school; these students have been effectively supported and engaged more in learning as a result.
- Links between the academy and home have been strengthened and parental engagement is increasing.
- High quality careers information, advice and guidance and a curriculum matched to students' needs and interests has resulted in 100% progression into education, employment or training at the end of Year 11.

What has not worked so well or not resulted in the desired outcomes?

- The impact of pupil premium funding to provide literacy and numeracy support has been more mixed than other strategies; largely as a result of the staffing difficulties experienced last year.

- Middle ability students did not attain as well at the end of Year 11 as the higher and lower ability pupil premium students did last year. Setting arrangements for 2016/17 have been adjusted to tackle this and this group of students is identified as a key priority within the 2015/16 pupil premium strategy/plan.
- Until recently there has been insufficient leadership capacity at all levels to monitor, analyse and evaluate the impact of the academy's pupil premium strategy forensically using evidence based approaches. Leaders have rightly focused their energies on tackling staffing difficulties to bring about improvements in teaching and learning and accelerate progress. However, this has hampered leaders' ability thus far, to bring to the fore the many positive outcomes that have been achieved, identify those improvements that have been secured and identify sharply which strategies have not proved as effective and understand why this has been the case.

The Red House approach to pupil premium for 2016/17.

The core approaches that will now be implemented to ensure students' needs are met and outcomes improve

- Timely and accurate identification and assessment of individual need; rapid intervention and support.
- Rigorous monitoring and regular reviews of individual student performance at all levels.
- Revisions to curriculum, timetable and setting arrangements.
- Quality First Teaching approaches, sharply focused CPD and sharing best practice effectively; induction, support and coaching for teachers new to the academy – especially in the maths department.
- Formative assessment project and new marking policy.
- Improve the leadership, monitoring and impact of literacy and numeracy support/interventions and increased opportunities for students to apply these skills through the wider curriculum.
- Implement Accelerated Reader in Year 7.
- Introduce peer mentoring for reading and maths.
- Increase opportunities for students to access targeted support or independent study after school.
- Improve homework arrangements including information for parents.

- Extend the provision offered through the Bridge Centre.
- Build further on existing strategies that are already proving successful including:
 - parental engagement
 - careers information, advice and guidance; progression post-16
 - transition arrangements with feeder primary schools
 - funding and support to access music tuition, extra-curricular events and activities
 - ad-hoc support for equipment, clothing and other personal needs
 - Breakfast Club.

The overall aims of the plan

- Raise the attainment of both disadvantaged pupils and their peers so that it is at least in line with national expectations by improving the quality of teaching and learning throughout the school.
- Diminish the differences between the attainment of disadvantaged students and all students nationally to fewer than 15 percentage points in 2016/17.
- Improve the attainment and the progress of the increasing proportion of disadvantaged middle ability students.
- Accelerate the progress made by students eligible for pupil premium in all subjects, in both key stages and especially in Maths and those subjects in the EBacc bucket.
- Increase the number of pupil premium students studying at least one language so that the proportion eligible to study for EBacc increases.
- Ensure there are sufficient resources to tailor support and interventions to meet individual students' learning and personal needs.
- Promote a love of reading and ensure students read more widely.
- Improve the attendance of pupil premium students to match the national average for all pupils.
- Improve the attendance of current Year 11 students who have historically presented well below school norms.
- Reduce fixed term exclusion rates further.
- Ensure all students progress into education, employment and training at the end of Year 11 and the 100% zero NEETS is maintained.

Recommended next steps arising for the academy arising following this review:

Leaders have already taken on board and implemented most of the actions and suggestions that have arisen through discussions during the two on-site visits, email correspondence and editing of various iterations of plans. Consequently, the actions and improvements arising from the review process to date are encompassed within the academy's own pupil premium strategy documents rather than detailed here as a separate action plan. The recommendations that follow arise from this final scrutiny of academy plans and the review writing process. Leaders can consider and implement these before the next internal review.

1. Increase the focus within the 2016/17 plan on achieving good or better progress in all year groups and in key stage 3. At the moment most of the success criteria and performance measures (especially the quantifiable ones) relate to key stage 4/Y11.
2. You have rightly placed an increased focus in the 2016/17 plan on the attainment and progress of different ability groups. As nationally validated pupil performance information becomes available for 2015/16, use this to revise and sharpen the success criteria and qualitative and quantitative performance measures in your plan further.
3. Include any other key groups of pupil premium students at the academy - for instance pupil premium students who are also known SEN/D - in your strategy and monitoring and reporting arrangements. You may want to also consider differentiating some activities by gender if your monitoring over the course of the year identifies there are any differences. You can refine your 'groupings' and sharpen reporting mechanisms over a period of time as you gather more information and evidence. Doing so will provide you with more information to monitor and measure student outcomes and academy performance. This will result in a rich seam of information to undertake more sharply focused evidence based reviews.
4. Consider how you can make best use of individual student information such as case studies/files to determine what strategies are making a difference and why.

5. Once senior leaders have finalised the strategy and reporting arrangements, they may wish to consider setting up a staff group of 'pupil premium champions' to pick up the mantle and undertake some specific evidence based reviews/action research into the effectiveness and impact of different aspects of provision.

Agreed timeline for internal reviews through the Governors' Monitoring and Support Group:

23 January 2017

24 April 2017

19 June 2017

Agreed date for the next external review: tbc