

Red House Academy Pupil Premium Strategy Document 2017-2018

1. Summary information					
School	Red House Academy				
Academic Year	2017-10§8	Total PP budget	£300,000	Date of most recent PP Review	Jan 2018
Total number of pupils	506	Number of pupils eligible for PP	311	Date for next internal review of this strategy	March 2018
2. Current attainment					
	Pupils eligible for PP (Red House)		Pupils not eligible for PP (national average)		
% achieving The Basics (4+/5+ in English & Maths)	35.3%/15.7%		49%/71%		
Progress 8 score average	-0.87		0.11		
Attainment 8 score average	32.79		49.51		
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.	Outcomes for students, including those eligible for PP funding were inadequate in summer 2017 outcomes and significantly different to teacher predictions.				
B.	Current attendance rates for PP students in the 2017-2018 are 83.32% (National 95%). This is impacting on students progress and expected outcomes in summer 2018 exams.				
C.	Literacy levels for students entering Year 7 in September 2017 are lower for PP student than non PP students, which impacts on their progress and outcomes.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Within the Red House Estate, some families are 2 nd or 3 rd generation unemployed; many students, but significantly PP, have low aspirations and expectations for their life chances as a result. As an academy, it is our responsibility to raise aspirations, especially for those students with an average or higher than average KS2 points score on entry.				
E.	Disadvantaged students' attendance is improving, but is lower than the national average for all pupils (Previous academic year 93.1%; persistent absence was 18%; punctuality was 98%). This reduces time in school and impacts on their progress and outcomes. Improving attendance is key.				

4.	Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
A.	<p>Improve the outcomes of all students, but in particular, PP students in Key Stage 4 and diminish the differences between disadvantaged and other students. (Student outcomes RBY)</p> <ul style="list-style-type: none"> i. Tracked at STEP data collections with clear progress for PP students between data collections. ii. Monitored on weekly basis at RAG meeting and in particular for PP students at the Vulnerable Students Register meeting. iii. In response to data collections and RAG / VSR meetings, students, and in particular PP will be given additional support / interventions / changed timetable to ensure that outcomes improved in 2018. 	<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>
B.	<p>Improve the quality of teaching across the academy. NET review in November 2017 stated only 10% of teaching was good with 90% being RI or inadequate. Improved quality of teaching will lead to improved outcomes for students in summer 2018.</p> <ul style="list-style-type: none"> i. Weekly CPD workshops based around collaborative learning ii. Use of six part lesson and challenge and aspire LOs iii. Open door learning walks and drop ins from SLT / NET Curriculum Directors (or other staff) iv. Observation as per QA calendar. v. Support programmes put in place for those teachers who do not improve. 	<p>100% of teachers use data to inform planning. 100% of planning demonstrates planning for progress. 80% of feedback is timely and meaningful (improvement tasks evident). 50% of lessons are judged to be good or better by summer 2018. Remove inadequate teaching.</p>
C.	<p>Improve attendance of all PP students to match the National Average for all students.</p> <ul style="list-style-type: none"> i. Daily attendance checked between 8.30-9am each morning with HOY making contact with parents ii. Re-integration meetings following absence from school to focus on correlation between attendance on outcomes. 	<p><u>Student attendance</u> Attendance is closer to NA Year 11 attendance improves to >93% PP attendance improves to >93%</p>
D.	<p>PP students in Years 7 and 8, whose starting points are below age-related expectation, make accelerated progress from their starting points to diminish the differences to their peers.</p> <ul style="list-style-type: none"> i. Identification of students for KS3 interventions, with tracking of progress as a result of those interventions available. 	<p>>80% of Year 7 students are deemed <u>secondary ready</u> by the end of the academic year >95% of Year 8 students are <u>deemed secondary ready</u> by the end of the academic year</p>

E.	Rates and incidents of Fixed Term Exclusion for disadvantaged students reduce to Nat Average for <u>all</u> students. The number of C ₄ reduces for all students using 'consequences' behaviour system i. Tracking of FTE to show reduction from introduction of consequences for each year group to summer 2018.	<u>FTE rates and C₄ incidents</u> < Nat Av 6.7% (2015 NA for PP students = 16.7% Reduce FTE (PP) by 20% Reduce number of C ₄ (PP) by 20%
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5. Planned expenditure

• Academic year	2017-2018
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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?
<p>Improve the quality of teaching and learning across the academy so that all students, but in particular, PP students are able to meet their target grades at the end of Year 11.</p> <p><i>NET review in November 2017 stated T&L currently 10% good with 90% RI or inadequate.</i></p>	<p>Redesign timetable to maximise 'setting' and align staff with key groups.</p> <p>Rewrite schemes of work to address progress.</p> <p>Weekly CPD workshops based around collaborative learning</p> <p>Introduction of six part lesson and 'Challenge' and 'Aspire' LOs to maximise pace and progress</p> <p>Data focused L&T</p>	<p>Quality first teaching has greatest impact upon progress.</p>	<p>Open door learning walks and drop ins.</p> <p>Observation as per QA calendar.</p> <p>Line managers to QA:</p> <ul style="list-style-type: none"> • 100% of Teachers use data to inform planning by summer 2018 • 100% of planning demonstrates planning for progress by summer 2018 • 100% of feedback is timely and meaningful (improvement tasks) 	<p>JKE with RBY</p>	<p>Half termly</p>

			evident) by summer 2018		
Improve the attainment and outcomes for all students, but in particular for PP students, with a particular focus on En and Ma.	Weekly RAG meeting / Vulnerable Students Register to identify students to benefit from 1:1 / Option En or Ma. Tracked on weekly basis.	Difference between PP and Non-PP in summer 2017 was significant. Need to ensure that these differences are diminished between September 2017 and summer 2018 so that outcomes for PP students are in line with non PP.	Students in 1:1 / Option En or Ma to move closer to target grade as a result of additional resources and funding. Tracked at data collections and measured in summer 2018 outcomes.	JKE (RAG) RBY (Option En/Ma) JBE (VSR)	Weekly RAG / VSR meetings
Improve attendance of all disadvantaged students to match the National Average for all students Improve the attendance of all PP students in KS3	Dedicated attendance team to track, support and intervene with PP students' attendance. Targeted support and increased incentives used to encourage improved attendance.	Nationally the attendance of PP students is lower than non-PP students. Students' progress and attainment cannot improve if they are not accessing learning.	<ul style="list-style-type: none"> • Daily monitoring of attendance. • Home visits by attendance officer & letters sent to parents. • Meetings held with parents. • Regular contact/meetings with outside agencies. • Fixed Penalty Notice warning & prosecution. • Weekly, termly and annual rewards for 100% attendance. 	JBE	Daily Monitoring Weekly monitoring Reviewed January 2018 and April 2018.
Reduce the rates and incidents of Fixed Term Exclusion for disadvantaged students and to Nat Average for <u>all</u> students	Introduction of new behaviour policy 'consequences' with Year 11 (November 2017) and then rolled out to all year groups during the academic year.		<ul style="list-style-type: none"> • Daily monitoring of FTE • Meetings held with parents and students for reintegration • Regular contact / meetings with outside agencies for students vulnerable to PEx 	JBE	

Accuracy of assessment	Regular standardised assessment <ul style="list-style-type: none"> GAP analysis Moderation	Accurate assessment and grading is essential so that student know where they are in their learning and understand what they need to do to improve. Accurate assessment is essential for appropriate timely and targeted interventions.	<ul style="list-style-type: none"> Introduce PIN marking and quality CPD. Share good practise. Analysis of student responses. NET subject directors to standardise assessments and moderate marking. External standardisation. 	JKE	Every assessment and data cycle As per QA calendar
A: Implement and monitor new marking policy and ensure staff are compliant in following the policy	CPD to share PIN and PROUD marking policy with focus on improvement tasks	Effective feedback recognised by Hattie and Sutton Trust as having positive impact upon progress EEF toolkit puts the size effect of feedback at 8+ and very low cost. Feedback can be verbal or written but emphasis on improvement. Feedback can be delivered through teacher, other adult or peers.	<ul style="list-style-type: none"> QA calendar work scrutiny. Observations. Learning walks. Line manager QA.	JKE	Half Termly
Targeted questioning	Seating plans Random name generators Seating plan required for all lessons and are evidenced in teachers' planning files.	Research shows that other schools have narrowed the gap by targeting first and last questions to PP students. Open ended questions demand a higher level of thinking into a valid response. Scaffolded questioning to develop confidence and secure improved engagement.	Academy has purchased seating plan information from class charts our behaviour management system (links with SIMs). Procedures and seating plans clearly identify PP, MA and HAP students and make it easier to monitor performance.	JKE RBY	As per QA calendar

			Seating plan required for all lessons and are evidenced in teachers' planning files.		
Improve literacy: spelling, grammar, punctuation and vocabulary	Develop half termly literacy focus. Tutor time to be used to deliver literacy and then develop through curriculum areas.	PP students' lower literacy levels impact on their accessing the curriculum and therefore making progress within it. RHA PP students enter the academy with low literacy levels which has an impact across curriculum subjects.	QA, book scrutiny, lesson planning, learning walks. Compliance checks.	RMC	Every Half Term
Improve student outcomes by fully resourced study hub for year 11 students, in particular PP.	Fully stocked study hub available for all students, but in particular PP.	Access to revision guides / materials for independent learning	HOD to provide / request resources in place at the latest of December 2017. Re-stocked on regular basis in lead up to summer exams as new revision material becomes available.	RMC	Half Termly
Ensure students catch up and keep up through targeted progress clubs	Students identified via departmental and the RAG / VSR meetings receive timely support and intervention to close their learning gap via after school, weekend and holiday sessions.	Rapid implementation of support and interventions can prevent a student from falling further behind. Subject specialist staff are best placed to deliver and can consolidate learning in intervention time through normal curriculum time and vice versa. Additional specialist teaching at weekends, holidays and after school where identified can	Weekly RAG / VSR meetings identifies students in need of additional support. Individual students progress reported back at the following week's RAG / VSR.	JKE (RAG) JBE (VSR)	Weekly

		accelerate learning and allow students to catch up			
<p>Improve the attendance of PP 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>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>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>Direct correlation between poor attendance and underachievement.</p> <p>Virtual school used to ensure that students with long term illness do not miss out on teaching and learning</p> <p>Historic and familial issues of poor attendance from feeder primaries.</p> <p>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 JBE</p> <p>PP Champion</p>	JBE	Weekly
Maintain NEET as zero by outstanding CEIAG to PP students	Developing pathways and aspiration to ensure all students have an intended destination		Monitored by ASE	ASE	Termly
Total budgeted cost					See Breakdown Below

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?

Improve GCSE outcomes	1:1 / Small group tuition Progress Clubs (Mon-Wed) Residential evenings	To improve the outcomes of disadvantaged students through specialist tuition to ensure expected outcomes in 2018.	Weekly RAG meeting / VSR to identify students and track progress	JKE (RAG) JBE (VSR)	Weekly
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	Termly report to governors of visits, speakers, with the specific focus on PP students. PP student voice on aspiration	ASE	Termly
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	All students have access to the necessary equipment. Evidenced in classrooms.	JBE	Termly
Raise outcomes and enjoyment of school for PP students	Ensure that no student is excluded from participation due to finance	Provide free breakfasts, ensuring PP 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 JBE	JBE	Termly

Increase parental engagement for PP 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 JBE	JBE	Half termly
Total budgeted cost					See Breakdown Below

6. Review of expenditure				
Previous Academic Year				
Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Action	Pupil premium allocation	Measureable impact	Date of review	Lead teacher - responsible for evaluation of action
Early Intervention to support reading and literacy – led by Tutors during tutor time each day.	Total Commitment £45,000	Accelerated progress in reading attainment for all year groups	Summer Term Review – July 2017.	RMC
TA support	Total Commitment £23,000	Targeted support in lessons leading to improved outcomes and progress over time (measurable at STEPs points throughout the year)	Termly	RMC
Option English and Maths	Total Commitment £22,500	Targeted support (reduce curriculum and consolidate learning in English and Maths (Ensure Life Chances)	Termly	RBY
Maths and English Directors	Total Commitment £45,000	Planning and Targeted support small group sizes	Termly	RBY
Intervention groups	Y7 - £6,387 Y8 - £5,643 Y9 - £5,789 Y10 - £7,349 Y11 - £10,567 Total Commitment: £35,735	Progress meeting to analysis to highlight the increased attainment of individual pupils as well as the attainment and progress of groups, including those entitled to Pupil Premium Transition from KS2 to KS3 (Primary)	½ Termly reviews with HODs.	RMC

1 to 1 Tuition in Maths and English	£425 a week 30 weeks Total commitment - £35,500	1 to 1 tuition in other NET academies has significant impact on student outcomes.	½ Termly reviews with NET Directors.	RBY
Staff provision for pastoral support in each year group (HOY)	3X Learning Managers £60,000	Analysis of wider school indicators, including class behaviour data, attendance and punctuality data – with demonstrable improvements	Weekly – as part of VSR	JBE
Targeted actions to improve any attendance gaps between pupil premium children and whole school	Attendance Officers – focus on targeted PP initiatives 2X attendance officers £42,000	Analysis of the pupil attendance and punctuality data for those children entitled to receive the Pupil premium grant	Weekly analysis to identify data with termly review.	RBY
Marking and feedback	Total commitment £4000	Targeted and specific feedback in students books and planners (priority given to PP) although all students booked marked.	½ Termly assessment and feedback scrutiny.	CDO
Revision Materials	Revision materials for English, maths and science Total commitment £5,000	Revision materials provided for Y10 and Y11 students to support them in preparation for KS4 examinations.	Review with HOD – April 2018	CDO
Teacher Toolkits	Total commitment £1000	Teacher toolkits purchased for all teachers to drive collaborative learning structures across the academy based on use at other NET academies.	½ Termly as part of lesson observation cycle.	JKE
Student rewards for attending intervention.	Total commitment £5400	Students are provided with rewards and incentives in order to promote engagement with the intervention programme.	½ termly as part of intervention programme review.	JBE

Total Expenditure	£324,135	Ensuring the narrowing of the gap between attainment outcomes for all children entitled to Pupil Premium support compared to those not receiving such support – referred to as national attainment outcomes.
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Glossary of Terms	
Attendance and Disciplinary	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.
CEIAG	Careers Education, Information, Advice and Guidance
HOD	Head of Department
CPD	Continuous Professional Development
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
MATs	Middle Attaining Students (from their assessment at the end of Year 6 in primary school)
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

Reporting

It will be the responsibility of the Associate Principal (RBY) to produce regular reports for the Governing Body:

- How the money has been allocated
- The progress made towards narrowing the gap by year group for socially disadvantaged students
- An outline of the provision that was made since the last meeting and the impact of such provision
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The Governors of the academy will ensure that there is an annual statement on how pupil premium funding has been used published on the academy website. The use of pupil premium funding will be carried out within statutory requirements published by the DFE.