

ARK PUTNEY ACADEMY - Pupil premium strategy statement: 2016-17

1. Summary information					
School	ARK PUTNEY ACADEMY				
Academic Year	2016/17	Total PP budget	£180,455	Date of most recent PP Review	n/a
Total number of pupils	445	Number of pupils eligible for PP	193	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	59%	64.7%
% achieving expected progress in English / Maths (2015/16 only)	92%/71%	75.8% / 73.4%
Progress 8 score average (from 2016/17)	-0.1	0.12
Attainment 8 score average (from 2016/17)	47	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	Numeracy skills entering year 7 are lower for pupils eligible for PP than for other pupils which prevents them from making good progress in year 7
C.	45% of year 7 students are eligible for PP
D.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
E.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 4.
F.	5% of students in year 10 eligible for PP also have an EHCP and therefore additional needs, which hinders progress
G.	95% of persistent absentees are eligible for PP across all year groups which severely hinders progress
H.	Behaviour issues for a small group of KS3 and Year 10 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

I	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 95%).
J	Parental engagement from parents of pupils eligible for PP is lower than non PP particularly in year 10. For example, parents evenings, information evenings and events.
4. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP.
	Pupils eligible for PP in Year 7 make the same levels of progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using reading assessments and English written assessments in November, March and June.
B.	High levels of progress in numeracy for Year 7 pupils eligible for PP
	Pupils eligible for PP in Year 7 make the same levels of progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using numeracy assessments and written assessments in November, March and June.
C.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.
	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of 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.	Improved rates of progress across KS4 for high attaining pupils eligible for PP.
	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 4, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place personalised compulsory interventions, monitored by heads of departments (HOD) and senior team.
E.	Improved rates of progress for SEND students also eligible for PP in year 10
	Students with an EHCP in year 10, also eligible for PP will make as much progress as other students and students in year 10.
F.	Behavioural issues of KS3 and Year 10 addressed.
	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
G.	Increased attendance rates for pupils eligible for PP.
	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 92% to 95% in line with 'other' pupils.
H.	Improved parental engagement, particularly of year 10 parents
	At least 90% of parents of pupils eligible for PP will attend all Academy events. Parental engagement amongst year 10 PP parents will improve from 60% to 90%

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 you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved KS3 literacy progress	Students in KS3 to follow a new course of Expressive Writing.	Students in the lower sets will follow the prescribed course on E.W to improve reading, literacy and writing skills	All KS3 english teachers will receive CPD on the EW course and high quality training will ensure high quality delivery of the course and successful implementation	HEAD OF ENGLISH	Ongoing
Improved KS3 literacy progress	CPD on Reading groups developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Components of language identified as an area of weakness Schools in the English network have successfully trialled this approach. Dedicated period of reading on curriculum has been shown to improve reading ages	Head of English and SLT (T & L) member to ensure that it is well resourced, staff are highly trained and taught effectively.	Head of English/SLT	Dec 2016
Teaching and learning CPD for all staff	New Teaching and Learning Policy to improve T & L for all student groups with particular emphasis on PP students	Planning for progress, differentiation, questioning and assessment for learning are vital components for good teaching and learning and therefore when delivered effectively, will accelerate progress of all students	.SLT will provide CPD to all staff on a weekly basis. It will then be monitored by HoDs and SLT by observations and learning walks	Principal	Dec 2016
Total budgeted cost					£13,000

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?
Improved Year 7 literacy progress	121 and small group provision of Read Write Inc Use of TA's for daily, intensive literacy interventions	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Students with reading ages below 8 will have daily interventions including, phonics, reading and a literacy programme	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. CPD for TA's delivering the programme. The programme will be monitored weekly by the SENCO and the pupils assessed every 3 weeks.	SENCO	Jun 17
Improved Year 7 numeracy progress	Implementation of Successmaker	Successmaker programme is a proven programme to improve numeracy and problem solving skills of students Specialist TA support in sets 4, 5 and 6	Regular monitoring of its use. CPD for all maths teachers and TAs. Students assessed formally 3 times a year.	Head of maths/KS3 maths	Jan 2017
Improved progress for high attaining pupils	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students	Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, November, March and June HODs to observe sessions and provide feedback / support.	Head of Maths/English HODs/KS4 lead	Mar 17 July 2017
Improved progress for PP students in KS4	Intervention sessions in all subjects provided after school, during holidays and at weekends	Interventions out of school hours provided by specialist subject teachers is proven to improve progress and exam results	Students personally invited by letter, Engagement from parents. Attendance monitored. Planning of sessions and delivery monitored by HoDs	HODs/KS4 lead	July 2017

Accelerated Year 7 literacy and numeracy progress	Nurture group established, led by dedicated SEN teachers	Students well below expected progress will have a personalised timetable with increased time for English, read write phonics and maths. Mastery of these subjects will lead to improved outcomes in all other subjects	SENCO and SLT (curriculum) will ensure a suitable, adapted timetable with specialist teachers, supported by highly trained TA's	Deputy Head	Jan 2017
Improved outcomes for all PP students	Targeted, supervised homework club every evening	A large number of students eligible for PP do not have access to computers/internet or suitable environment to study	Attendance monitored. Engage with parents to ensure attendance supported. Led by teachers.	SLT	fortnightly
Improved outcomes for lower ability KS4 students	Adapted KS4 curriculum - Asdan/Prince's Trust course to allow lower ability students to achieve.	Lower ability students find it hard to achieve in 8 or more subjects and need targeted support in their curriculum and in life skills. This course provides both and enables students to be successful.	Delivered by specialist teachers. CPD provided on specification, delivery and assessments.	Deputy Head	June 2107
Improved outcomes for PA students in KS4	Personalised KS4 curriculum including enhanced curriculum offer from alternative providers	Engagement and progress of PA students is improved by alternative curriculums, sometimes provided by external providers such as construction, mechanics, catering	Attendance monitored. Regular visits by APA staff	Deputy Head	July 2017
Total budgeted cost					£62,000

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. Increased attendance rates	Dedicated attendance manager employed to monitor students and follow up quickly on trancies, run attendance panels and regularly liaise with parents. First day response provision. Educational Social Worker employed to work with vulnerable students and families and all PA students	We can't improve attainment for children if they aren't actually attending school. Students will be closely monitored and improved parental engagement and support will improve attendance. Intensive, targeted support by a highly trained, qualified person will offer specialist support to students and families to help overcome barriers to attending school and barriers to learning. This will include home visits, mentoring support and liaison with external agencies.	The pastoral team and the vice principal will ensure that school attendance systems are implemented and work Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and strategies assigned to each PA student eligible for PP. Attendance and progress discussed at least fortnightly with SLT Letters about attendance to parents / carers. Educational SW to visit all PA at home to discuss attendance with parents / carers and explore barriers Monitoring of mentoring sessions in school. Detailed logs to be kept of visits, meetings, referrals and interventions	Vice Principal Vice Principal/DSL Vice Principal	Jan 17 Feb 2017

C. Problem behaviour in KS3 and Year 10 addressed	Identify a targeted behaviour intervention for identified students.	Targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of students is fair, transparent and properly recorded. Use ESW to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	Head of Years and Assistant principal	Jun 17
Improved student engagement leading to high aspirations	Curriculum enrichment	PP Students will attend enrichment activities such as Into University, chess, Jack Petchey Speak Out, Philosophy Club to enrich their curriculum offer and life chances. PP students will be prioritised through detailed tracking of G and T students.	All activities will be monitored by SLT, attendance monitored. Parents engaged to support attendance.	Assistant Principal	
All PP students have access to enhanced learning/curriculum to improve outcomes.	Payment for resources	PP students will have funding available for curriculum trips and visits, extra curricular trips and visits, curriculum resources, revision guides, uniform and breakfasts to ensure equal opportunities. Pupil premium students will attend at least 1 club per week	All requests for extra funding will be individually assessed and allocated by Principal. Curriculum resources will be distributed and all trips and visits monitored by TVC.	Vice Principal	
Barriers to learning are identified early and interventions in place	Increased Educational Psychologist time in order to assess more students, identify learning needs and advise on support and interventions.	The EP is able to provide specialist support for students with learning needs and early diagnosis enables early interventions and improved progress	The SENCO will refer suitable students and work closely with the EP to diagnose students and create a suitable pathway for them. They will also provide CPD for staff and monitor the progress of students via behaviour logs and tracking and assessment data.	Vice Principal	
Total budgeted cost					£105,000