

ARK PUTNEY ACADEMY - Pupil premium strategy statement: 2018-19

1. Summary information					
School	ARK PUTNEY ACADEMY				
Academic Year	2018/19	Total PP budget	£244,736	Date of most recent PP Review	March 2018
Total number of pupils	631	Number of pupils eligible for PP	269	Date for next internal review of this strategy	March 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving 9-4 incl. EM		
% achieving 9-5 incl. EM		
Progress 8 score average (from 2018)		
Attainment 8 score average (from 2018)		

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.	42.2% of year 7 students are eligible for PP. 36.8% of these students are on the SEND register
B.	11% of the students in year 7 eligible for PP also have an EHCP and therefore additional needs, which hinders progress.
C.	Literacy and numeracy skills entering Year 7 are lower for students eligible for PP than for other students which prevents them from making good progress in Year 7.
D.	78.3% of persistent absentees are eligible for PP across all year groups which severely hinders progress
E.	There is a significant cohort of students at APA, especially students eligible for pupil premium funding who lack cultural capital and a depth of vocabulary.
F.	In terms of behaviour there is a disproportionate quantity of pupil premium students who have the most negative records of concern in comparison with non PP students and they make up a disproportionate number of internal and fixed term exclusions.
J.	High attaining students who are eligible for PP are making less progress than other high attaining students.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

K	Attendance rates for pupils eligible for PP are 93.6% (below the target for all children of 96%). In year 9, the rate is significantly lower, at 92.7%.
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L	Parental engagement from parents of pupils eligible for PP is lower than non PP	
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 at least 80% 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 at least 80% 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 to achieve or exceed their target by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and SLT
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 to achieve or exceed their target by the end of KS4. Where they are not, departments are putting in place personalised compulsory interventions, monitored by heads of departments (HOD) and SLT
E.	Improved rates of progress for SEND students also eligible for PP	Students with an EHCP , also eligible for PP will make as much progress as other students .
F.	An improvement in behaviour for PP students	Fewer behaviour incidents recorded for these pupils on the school system The proportion of PP students excluded from lessons will be reduced
G.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 7% or below. Overall attendance among pupils eligible for PP improves from 93% to 96% in line with 'other' pupils.
H.	Improved parental engagement	At least 90% of parents of pupils eligible for PP will attend all Academy events. Parental engagement amongst year 9 PP parents will improve from 65% to 90%
I.	High levels of increase in academic vocabulary for students eligible for PP	Compare measures of vocabulary through assessments, and KS3 tutor programme
J.	Higher teacher expectations of PP students	Lesson visits and observations will show positive interactions between teacher and identified students. Assessments and data collections will show improved attitude to learning scores for identified students.

5. Planned expenditure

Academic year

2018/19

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 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.	<p>Components of language identified as an area of weakness</p> <p>Schools in the English network have successfully trialled this approach.</p> <p>Dedicated period of reading on curriculum has been shown to improve reading ages and literacy.</p>	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 2018
Teaching and learning CPD for all staff	Teaching and Learning Policy to improve T & L for all student groups with particular emphasis on PP students	Planning for progress, stickability, 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 differentiated CPD to all staff on a weekly basis. It will then be monitored by HoDs and SLT by observations and learning walks	Principal	Ongoing

To increase the depth and breadth of vocabulary knowledge	Introduce literacy programme with emphasis on vocabulary and keywords in all subjects.	Evidence that vocabulary proficiency and reading skills are linked to high levels of background knowledge is extensive. A high proportion of disadvantaged students are more than twice as likely to be diagnosed with a language/communication problem.	Departments are accountable for developing vocabulary. A member of SLT will lead and manage the literacy/vocabulary programme. Core knowledge and vocabulary will be assessed as a key component of each subjects assessments. Medium tern plans and short term plans will include key vocabulary and how it will progress.	SLT lead on literacy	Dec 2018
Total budgeted cost					£10,450
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	There will be some 1:1 and small group provision of phonics and reading 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 we have developed and has shown to have positive impact Students with reading ages below 9 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.	SENCO	Jan 2019
Improved Year 7 numeracy progress	Implementation of Hegarty Maths	Hegarty maths is a proven programmes to improve numeracy and problem solving skills of students. They also improve independent learning Specialist TA support in sets 4, 5 and 6 Specialist HLTA for set 7 (nurture)	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 2019

Improved progress for high attaining pupils	Appointment of a HA co-ordinator	An appointment has been made to ensure that progress for HA pupils has a high profile across the Academy and that HA students receive an additional and different curriculum and extra curriculum offer to ensure improved progress.	Line managed by a member of SLT and principal	Vice Principal	July 2019
	Year 11 targeted tutor groups with interventions	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, science and maths at 3 key points, November, March and June HODs to observe sessions and provide feedback / support.	Head of Maths/ English	March 2019
	Trips and visits for HA pupils	Visits to universities and business placements to improve engagement and aspirations	Trips and visits will be planned on a half termly basis and overseen by HA co-ord and EVC	HODs	July 2019
	Creation of the 'Brilliant Club'	The HA students will form the Brilliant Club and will receive additional mentoring, and extra curricular opportunities lessons from Parents will also engage in the programme.	This will be monitored, reviewed and evaluated by the HA co-ord, Heads of Year and VP.	VP for HA	July 2019
	Payment of resources for HA PP students	Revision packs, books, equipment and trips and visits will be subsidised or paid for to allow for equal opportunities.	Bids will be made to the VP who oversees the PP budget.	VP for HA	July 2019
				VP	Ongoing
Improved progress for PP students in KS4	Intervention sessions in all subjects provided before, 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/ HoYs/VP	July 2019

Accelerated KS3 literacy and numeracy progress	Nurture group now established in years 7, 8 and 9 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	VP	Jan 2019
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 including students with EHCP	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.	VP	June 2019
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, functional skills and small group provision	Attendance monitored. Regular visits by APA staff	VP	ongoing

Total budgeted cost £87,300

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?
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. Additional EWS time purchased from local authority	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. Specialist EWS time will enable APA to work with an increased number of complex/vulnerable families. It will also allow a higher level of intervention such as court	The pastoral team and the vice principal will ensure that school attendance systems are implemented and work 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 Line managed by VP and DSL. VP to attend SAP and fortnightly meetings.	Vice Principal Vice Principal/DSL	Ongoing Feb 2019 and July 2019

	<p>Educational Social Worker employed to work with vulnerable students and families and all PA students</p> <p>External professional counsellors employed 3 days a week to work with vulnerable students</p>	<p>action and fines for non attendance to school.</p> <p>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. Weekly counselling offered to students to health address barriers to attending school and learning. Mental health issues addressed.</p>	<p>Monitoring of mentoring sessions in school. Detailed logs to be kept of visits, meetings, referrals and interventions</p> <p>Weekly supervision of counsellors from VP/DSL and DDSL Clear, transparent referral system through inclusion panels</p>	Vice Principal	Dec 2018 March 2019
Problem behaviour in KS3	Implementation of an Inclusion Panel to consider referrals and Identify earlier targeted interventions.	More strategic approach to be made to interventions. 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 Vice Principal	July 2019
Improved student engagement leading to high aspirations	Curriculum enrichment	PP Students will attend enrichment activities such as Into University, chess, Jack Petchey Speak Out, debating, Philosophy Club to enrich their curriculum offer and life chances. PP students will be prioritised through detailed tracking of HA and PP students.	All activities will be monitored by SLT, attendance monitored. Parents engaged to support attendance.	Vice Principal	July 2019
All PP students have access to enhanced learning/curriculum to improve outcomes.	<p>Appointment of an Extra curricular lead</p> <p>Payment for resources</p>	<p>Extra curricular activities improve the engagement of students, their social and emotional skills and therefore their progress. PP students will be targeted to attend after school and lunchtime clubs.</p> <p>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</p>	<p>Attendance will be monitored by the EC lead.</p> <p>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 EVC.</p>	<p>VP</p> <p>Vice Principal</p>	<p>July 2019</p> <p>July 2019</p>

Barriers to learning are identified early and interventions in place	New referral system to be put into place to refer to Inclusion Panel Increased Educational Psychologist time in order to assess more students, identify learning needs and advise on support and interventions.	All APA staff will have capacity to refer students to the panel. The EP is able to provide specialist support for students with learning needs and early diagnosis enables early interventions and improved progress	The VP will chair the IP and monitor the outcomes. 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	July 2019
				cost	£77,600
Total budgeted cost					£175,350

1. Review of expenditure - Impact Report				
Previous Academic Year		2016-17		
i. 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
Improved KS3 literacy progress	Students in KS3 to follow a new course of Expressive Writing.	Impact – high Staff received high quality CPD in order to deliver the course. All students in lower sets in each year followed the course. Progress in literacy and English was evident particularly in year 7 and 9. In year 7, 62% of PP students were on or above their target grade compared to 62% of all students. In year 9 PP students exceeded all students progress by 3%. Success criteria – met in years 7 and 9	The Expressive writing course is most successful when it is delivered by consistent, highly trained staff who follow the very prescriptive text on a weekly basis. The next step would be to ensure that the skills learned were transferred to all subjects and not just to English lessons. The course to be continued next year. Some students need targeted literacy support to catch up Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Engage parents more and to inform/show them the course in order to extend it to homeworks and interventions.	Books and CPD £8400
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.	Impact - high The dedicated period of reading on curriculum has improved reading ages and literacy of over 90% of the KS3 cohort.. 95% have a standardised score of 85 or more. This has led to students accessing higher levels of texts across all subjects and an improvement in the level of engagement in reading. With regards to the nurture groups, all students in year 7 and 8 improved their reading ages by at least 1 year. Success criteria - met	CPD is vital for all staff delivering reading lessons to ensure a high quality, consistent approach. Specific CPD was delivered on questioning techniques which proved beneficial in students understanding and analysing components of language and being able to transfer skills. Next year it would be an advantage to have a team/department for reading to develop a strategic approach and action plan . A consideration would be to have vertical groups according to reading age to ensure greater progress.	£1500
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	Impact - medium New policy introduced in the spring term has had a positive impact on planning for progress, differentiation, questioning and assessment for learning in the classroom which has led to an improvement in progress. The focus has included all teachers improving their knowledge and understanding of PP students in the classroom and how to adapt their pedagogy accordingly. PP students in year 11 exceeded progress 8 score of all students. Success criteria met	The teaching and learning policy will be a work in progress and constantly reviewed and developed. Weekly T and L staff briefings are planned for 2017-18 to be led by the staff. The focus of the sessions will be a planned programme to include an emphasis on PP students . The regular monitoring of the policy by HoDs and SLT is important to measure impact. This approach will be continued.	£1000

ii. 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
Improved Year 7 literacy progress	121 and small group provision of Read Write Inc Use of TA's for daily, intensive literacy interventions	Impact - high Students with reading ages below 8 have had daily interventions including, phonics, reading and a literacy programme. 98% of these students are PP students. There has been an organised timetable for delivery and data has been tracked to show impact. 100% of students have improved their reading age with 55% increasing by 2 years or more. CPD was delivered to TAs to deliver the courses Success criteria - met	The approach will be continued but with a more targeted focus for individual students. The programme is most successful when it is delivered every day at the same time for a maximum of 20 mins by the same specialist teacher. Monitoring and tracking needs to take place throughout the year and interventions and programmes adjusted accordingly.	£12,000
Improved Year 7 numeracy progress	Implementation of Successmaker	Impact – high Successmaker programme successfully implemented and used with year 7 PP students. Regular assessments show progress with regards to problem solving skills and basic numeracy. CPD was provided for the teachers and specialist TA support was provided. Impact was monitored by assessments. By the end of the year, 65% of PP students were on or above target compared to 62% of all students. Success criteria - met	The programme will not continue due to the expiry of the licence. New programmes are being researched to help improve numeracy and independent learning of students.	£1750
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	Impact – Medium Extra support was provided by specialist staff at tutor time for year 11 students. A HA co-ordinator was appointed in the spring term in order to develop the programme for these students, to track data and engage parents. A team developed to improve aspirations Success criteria – partially met	Interventions and support was centred on KS4 students for tutor time. The approach will be widened for students in all years with a particular focus on PP students. Engagement of parents will be improved by an increase in information provided and information evenings. Progress will be extended by an increase in trips and visits to enhance learning. Progress will improve through individual mentoring of students.	£5000

Improved progress for PP students in KS4	Intervention sessions in all subjects provided after school, during holidays and at weekends	Impact – high Interventions out of school hours were provided by specialist subject teachers to improve progress and exam results. Compulsory sessions for selected students on PP Registers were taken and absences monitored and followed up by HoDs. Resources and revision materials provided for all PP students. % of PP students achieving 9-5 with English and maths in year 11 was 43% compared to 33% of all students. Success criteria - met	The strategy will continue and will include breakfast sessions before exams. Breakfast to be paid for PP students to ensure equal opportunities. Attendance to holiday and Saturday interventions needs to improve by home visits/collections and improved parental engagement and support.	£11550
Accelerated Year 7 literacy and numeracy progress	Nurture group established, led by dedicated SEN teachers	Impact – high Students well below expected progress had a personalised, adapted timetable with increased time for English, read write phonics and maths. This was delivered by specialist teachers and supported by TAs All students met or exceeded expected progress. In year 7 Success criteria met	An adapted timetable will continue for 1 group of low achieving students in each year group in KS3 in order to accelerate progress. Students will be tracked and monitored more closely on an individual basis to ensure access to the mainstream curriculum is at the appropriate time, particularly in years 8 and 9.	£28000
Improved outcomes for all PP students	Targeted, supervised homework club every evening	Impact – mixed. A large number of students eligible for PP do not have access to computers/internet or suitable environment to study and therefore homework clubs are set up. Attendance to the clubs from targeted PP students has been 97% compared to 94% of all invited students. This has led to an increase in engagement and successful completion of more homework. Success criteria - met	The impact is greater when the homework sessions were made compulsory and parent engagement was high. The approach will continue with increased, more robust monitoring of attendance and completion of homework to an expected standard.	£3600
iii. 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

<p>Increased attendance rates</p>	<p>Dedicated attendance manager employed to monitor students and follow up quickly on truanancies, run attendance panels and regularly liaise with parents. First day response provision.</p> <p>Educational Social Worker employed to work with vulnerable students and families and all PA students</p>	<p>Impact high</p> <p>Students are tracked and monitored on a daily basis with first day calls being made to all PP and vulnerable students. Parental engagement has improved due to this as well as more parental meetings and targeted support from the ESW. Personalised support plans have been implemented. To offer specialised support to overcome barriers to attending school. Mentoring support has been put in place for PA PP students and there has been an increase in home visits to these students and families.</p> <p>Overall attendance has improved to 95.5% 5 of PA students has been reduced to 11.8%, now below national average. There is no gap between PP students and all students.</p> <p>Success criteria - met</p>	<p>The specialist work of the attendance manager and ESW will continue but with an increased number of home visits, and attendance panels working alongside a whole school strategy for ensuring attendance is everyone's responsibility. This should include a clear whole school strategy implemented at every level.</p>	<p>£22000</p>
<p>Problem behaviour in KS3 and Year 10 addressed</p>	<p>Identify a targeted behaviour intervention for identified students.</p>	<p>Impact – medium</p> <p>Targeted interventions have been matched to specific students with particular needs or behavioural issues. These have led to a reduction in the number of behavioural incidents. The introduction of positive report cards have led to an increase in positive points awarded to PP students.</p> <p>Success criteria – partially met</p>	<p>Most of the interventions have had a positive impact but this will be improved by the earlier identification of students and the intervention provided. A strategy should be in place to identify students, match an intervention and then monitor the impact.</p>	<p>£500</p>
<p>Improved student engagement leading to high aspirations</p> <p>All PP students have access to enhanced learning/curriculum to improve outcomes.</p>	<p>Curriculum enrichment</p> <p>Payment for resources</p>	<p>Impact – high</p> <p>PP students attending enrichment activities after school and specialist activities such as Into University, chess, Jack Petchey, Speak Out, and debating have all increased. Their attendance has been tracked and monitored by SLT.. PP students have been provided with free access to the activities and resources have been paid for. This has included revision resources and breakfasts PP students attend at least 1 enrichment activity a week Their improved engagement has led to higher aspirations post 16 and an improved work ethic at GCSE.</p> <p>Success criteria - met</p>	<p>Weekly attendance to the after school activities has been difficult to monitor in KS3. The engagement with external providers has been good and these contacts should continue and be extended. Consideration needs to be made on how we ensure all PP students are engaged.</p>	<p>£1800</p>

<p>Barriers to learning are identified early and interventions in place</p>	<p>Increased Educational Psychologist time in order to assess more students, identify learning needs and advise on support and interventions.</p>	<p>Impact - medium More EP time was purchased to enable specialist support for students with learning needs and early diagnosis has led to early interventions and improved progress</p> <p>Success criteria – partially met</p>	<p>The bought extra EP time has been valuable and should continue. There needs to be a robust system in place to identify students who would benefit from EP time to ensure it is cost effective.</p>	<p>£8000</p>
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