



Pupil Premium Review Form 2- Annex 2

Self-evaluation template- Pupil Premium Strategy Statement

SECONDARY

Stanground Academy School's Pupil Premium Profile 2018-2019

Headteacher:	George Lewis
PPR:	
Date:	

Context:

Schools and Academies receive a pupil premium grant to support their work in tackling underachievement by disadvantaged pupils. The pupil premium allocation is received for each child who has been registered for free school meals within the last six years, for each child who has been in continuously looked after care for six months and for each service child within the past four years.

Schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the pupil premium, allocated to schools per free school meals (FSM) pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. (DFE website)

Principles:

1. To improve outcomes for disadvantaged students and to narrow the gap to the rest of the cohort.
2. To improve the quality of teaching and learning for disadvantaged students.
3. To increase the attendance of disadvantaged students.
4. To develop and increase the range of enrichment activities that disadvantaged students take part in.
5. To increase the range of support for disadvantaged students (behaviour strategies).
6. To develop cultural capital in the disadvantaged students.

1. Summary Information					
School	Stanground Academy				
Academic Year	2018-2019	Total PP Budget	£355,518	Date of most recent PP review	Nov 21 st 2018
Total number of pupils	1241	Total number of eligible pupils for PP	329 (27%)	Date of next internal review of this strategy	March 2019
Pupil Premium Breakdown					
	Total on roll	Male	Female	Total number of students who are eligible for PP funding	Total number of students who are SEND and eligible for PP
Year 7	213	115	98	27	29
Year 8	236	115	121	70	18
Year 9	285	144	141	93	29
Year 10	283	134	149	83	28
Year 11	224	117	107	56	16
Total	1241	625	616	329 (27%)	120 (10%)

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils eligible for PP (national average)
Progress 8 score average	-0.55	
Attainment 8 score average	32.49	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed at school, such as poor literacy skills)	
A.	Literacy ability of disadvantaged students
B.	Numeracy ability of disadvantaged students
C.	Poor engagement of some students towards their learning

External barriers (issues which also require action outside school, such as low attendance rates)	
D	Low self-esteem, low aspirations leading to low value being placed on education
E	Low attendance

4. Outcomes		
	Desired outcomes and how will they be measured	Success criteria
A.	To Improve KS4 outcomes for all disadvantaged students	Progress in English and Maths to be better than National Progress 8 and attainment 8 scores to be better than national for disadvantaged students All disadvantaged students secure appropriate next step to education
B.	To improve attendance for all disadvantaged students	Disadvantaged students' attendance is in line with their peers and at least as good as national
C.	To decrease the % of PA students for all disadvantaged students	Disadvantaged students' PA is in line with their peers and at least as low as national
D	To decrease the number of FTE for all disadvantaged students	Disadvantaged students are not over-represented in academy FTE figures; FTE rates are lower than national
E	To secure high quality teaching that meets the needs of all disadvantaged students	Teaching is judged to be at least good. All teaching positions filled with high quality specialist staff. High quality programme of CPD in place.
F	To secure high quality pastoral support that meets the needs of all disadvantaged students	Pastoral support is judged to be at least good. Student needs are consistently met leading to better engagement with education, better engagement with parents and families, higher attendance, lower exclusions and demonstration of positive character.

5. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using 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?
To improve individual student and overall progress 8 and attainment 8 score	Revision sessions and holiday intervention	Extra revision and intervention sessions to support students preparing for their exams.	A thorough plan set out to ensure all subjects and disadvantaged students have access to these arrangements.	WGO	During term 4 (March 2019), leading to final progress check
To support in the classroom with targeted disadvantaged students	Use of learning mentors	Small group and individual work in tutorial and lessons; work targeted where need is greatest	Learning mentors will be assigned based on their expertise, either by subject or skill set.	WGO	Ongoing from Jan 2019. August 2019.
Improve TLA for all	CPD and the role of the lead practitioner	Improving outcomes for PP students maintained as a priority for our lead practitioners. Weekly briefings share good practice to develop teaching and learning practice.	Evaluations of the CPD from DDT sessions.	CDU/SJA	Ongoing through Monday morning briefings. April 2019

		PP priority for CPD plan with staff signing up to additional training sessions.			
Total budgeted cost					£2,496
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?
Develop literacy skills for targeted students	Toe by Toe	Highly structured multi-sensory reading intervention, support by Dyslexia Action.	Students are identified from baseline testing and SATS results. Impact of the intervention is monitored with the use of New Group Reading Test.	MTE	Easter 2019
Develop literacy skills for targeted students	10 week programme	Small group literacy support to improve basic literacy skills and access to the curriculum.	Students are identified from baseline testing and SATS results. Impact of the intervention is monitored with the use of New Group Reading test.	MTE	At the end of each 10 week programme
Develop literacy skills for targeted students	Lexion	Lexion is a literacy based computer program that has been developed to support	Students are identified from baseline testing and SATS results. Impact of the intervention is	MTE	Easter 2019

		reading and writing acquisition.	monitored with the use of New Group Reading Test.		
Develop reading ability for all students	Accelerated reader	The National Literacy Trust supports the use of Accelerated Reader as it encourages students to think more positively about reading and to make the link between reading and success.	English teachers and library staff monitor the results of online tests to ensure that students are making progress and engaging in the reading material	HBL	Easter 2019
To support transition group with phonics	Ruth Miskin	Ruth Miskin is an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school	Students are identified from baseline testing and SATS results. Impact of the intervention is monitored with the use of New Group Reading test.	MTE	Easter 2019
Develop reading ability for all students	Literacy planet	Provides an online education program that supports all ages and abilities. Research states that it will improve student grades by 12% on average.	Students are identified from baseline testing and SATS results. Impact of the intervention is monitored with the use of New Group Reading test and through use of the Literacy Planet tracking system.	MTE	Feb 2019
Develop numeracy skills for targeted students	Numeracy workout	Online numeracy exercises to support all students working	A timetabled intervention, the impact is tracked	MTE	Easter 2019

		between key stage 2 and GCSE grade 3 to develop basic numeracy skills.	through the use of progress checks.		
Develop emotional literacy skills for targeted students	Emotional resilience	Small group intervention to support vulnerable students' to develop resilience and self-confidence.	Behaviour tracking and pastoral monitoring to ensure that the intervention supports emotional resilience.	KAI	Easter 2019
Develop secondary readiness for targeted students	Transition group	A well-resourced teaching group supported by a LSA and SEN specialist teacher with a focus on literacy skills to ensure a smooth transition from Primary to Secondary school.	Students are identified from baseline testing and SATS results. Impact of the intervention is monitored with the use of New Group Reading test and teacher assessments.	STY	Progress check 3, March 2019
Total budgeted cost					£2,496
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?
Improve support for all disadvantaged students	Devolved use of resources. Each department has 20% of their budget set aside to support disadvantaged students.	HOD's can carefully target support to the most appropriate students. This ensures all students have the resources that they require.	A checklist will be completed to show that all disadvantaged students have been given the resources they need.	SJA	Jan 2019

	Provision of free workbooks and revision guides relevant to courses. (KS4)				
Track successful strategies for improving outcomes	Case studies of current students (all year groups)	Track identified disadvantaged students to compare those that make greater progress compared to others. A lead practitioner will work with these students to see which strategies are the most effective, allowing more effective support to be deployed.	Using progress check data.	CDU	After each progress check
Encourage high levels of engagement in education for the most vulnerable or disengaged students	Use of alternative provision	To provide every student with an appropriate and balanced curriculum that leads to successful outcomes: academic, destination, character	Careful selection and matching of programs to support the students.	MTE/KAI	Ongoing as individual case studies
To enable all students to access to the curriculum	EAL support (all year groups)	Additional support gives EAL disadvantaged students as chance to access the curriculum. PP funds will be used to provide staffing and	Specific small group work. Students will attend EAL lessons aimed at improving basic literacy skills in the first instance.	AGO	Easter 2019

		resources for these students.			
Improve outcomes for disadvantaged students	Senior Leadership time and capacity	An identified member of SLT to oversee Pupil Premium students, monitor their projected outcomes and intervene to improve outcomes as necessary; to act as a champion for disadvantaged students; to facilitate high quality CPD to meet the needs of all disadvantaged students. All of SLT will mentor targeted disadvantaged students. Weekly meetings will take place to prioritise subjects and tasks to improve P8 and A8. (Year 11)	Weekly leadership activity to promote successful outcome for disadvantaged students. Weekly meetings and follow up actions. Communication with parents.	SJA WGO	After each progress check.
Foster high levels of engagement with independent revision activities for KS4 students	Live and learn external revision clinics	Case studies and proven track record	Evaluations of the students and P8 and A8 scores	SJA	After external session
To promote high levels of engagement in the classroom; to reduce	Behaviour interventions	All of these strategies are aimed at encouraging students	Effective use of the behaviour systems and quick identification of	KAI/SJA	Weekly

the impact of low level disruption; to improve behaviour choices so time in the classroom is not lost	Pastoral support through HOY and DHOY Meetings with parents Behaviour mentoring Social skills development Anger management development	to make good choices so the time in the classroom is not lost.	students that are making poor choices.		
To improve attendance for disadvantaged students (all year groups)	Attendance interventions Home visits Penalty notices	The attendance officer will work closely with PA and at risk of PA families to improve attendance.	Attendance and PA data.	RDE/KAI	Each half term
To support all vulnerable disadvantaged students (all year groups)	Support from the safeguarding team	The safeguarding officer will work with families to ensure safety and attendance of disadvantaged students.		JBA/KAI	Ongoing but reviewed each half term
Total budgeted cost					£259,334

6. Review of expenditure

Previous academic year 2017-2018

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)
All students in Year 7 able to access the secondary curriculum	Use of transition class to support transition from Primary to Secondary: a small group with low student to adult ratio	25% of class were Pupil Premium students. All students made more rapid progress with literacy and numeracy skills than their peers. All students have integrated into Year 8 secondary curriculum successfully.	Transition class was very successful and highly impactful. The strategy will be used again in 2018-19
Disadvantaged students able to access the full curriculum	Devolved funding to curriculum areas to allow purchase of resources for disadvantaged students e.g. revision guides for all subjects in KS4 or cooking ingredients in Food Technology lessons across all year groups	Pupil Premium students were able to fully access the curriculum.	Revision guides will be coordinated centrally in 2018-19 to ensure complete coverage.
Students to make more rapid progress in English	Increased number of English sets in Year 11, reducing average class size and increasing targeted teacher support for all students	English outcomes improved year on year.	Where available, additional staffing in English will be deployed to support students' progress across all year groups in 2018-19

Maximise engagement in education and secure positive destinations for all disadvantaged students	Use of alternative education for most vulnerable or least engaged learners	Alternative provisions provided for most vulnerable students included EdLounge, home tuition, placement at local Pupil Referral Service and New Ark. Provision helped keep students well engaged with school and secure next destination for their education.	Alternative provision will continue to be supplemented by new providers. Regular safeguarding and quality assurance process to be reviewed.
Maximise effectiveness of support for Pupil Premium students; evaluation of the impact of strategies used	Identified member of SLT responsible for Pupil Premium. PP students a focus for leadership at all levels of the school.	Senior Leader identified as responsible for the provision for disadvantaged students, to act as a champion for the students, to identify and implement new strategies to support outcomes and to evaluate the impact of the use of Pupil premium funding. All levels of leadership engaged in promoting the positive outcomes for disadvantaged students and implementing strategies to maximise their outcomes	Pupil Premium will continue to be explicit as an SLT responsibility; leadership at all levels will continue to prioritise PP students.
Total spend			£214 550

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)
To improve literacy skills for targeted students using Lexion and Literacy Planet	Small group sessions with Teaching Assistant	Students made more rapid progress with reading age than their peers, allowing them to access the secondary curriculum. On average students increased their National Percentile Rank (NPR) by 5 points.	Both programmes were highly effective and will be used again in 2018-19
To improve handwriting skills for targeted students	Small group sessions with Teaching Assistant	Students handwriting improved significantly, allowing them to fully access the secondary curriculum	The programme was highly effective and will be used again in 2018-19

To improve numeracy skills for targeted students using Numeracy work-out, Numeracy Warm-up and MyMaths	Small group sessions with Teaching Assistant	Students made more rapid progress with number skills than their peers, as assessed in progress checks. On average students increased their National Percentile Rank (NPR) by 8 points.	All programmes were highly effective and will be used again in 2018-19
Individualised mentoring from Learning Mentors	One to one or small group sessions focussing on study support; short term target setting to improve grades	Students engaged positively with programme and increased in confidence. Tracking data over year shows an increase in progress. 65% of PP students received support in English; 76% received support in vocational studies. Support was also targeted at maths and history in particular.	More detailed monitoring of improvement in outcomes to evidence impact of intervention to be put in place.
Increase the attendance of disadvantaged students	Use of attendance officer interventions to improve attendance of targeted students. Targeted engagement with families to break down barriers for poor attendance. One to one support for students and home visits to positively engage with families	Year on year persistent absenteeism decreased by 4.8% (0.3% for their non-disadvantaged peers). Attendance has increased by 0.2% for disadvantaged students (0.3% for their peers).	Attendance for disadvantaged students continues to be below that of their peers. Continues targeting of these students to increase their overall school attendance will continue.
Break down barriers for non-attendance at school; provide wellbeing support to the	Use of wellbeing and safeguarding officer to provide support for students and families; liaison with external agencies to provide best possible support.	Students have been supported through a wide range of wellbeing and safeguarding issues, helping to improve their likely engagement with education. External agencies have been tenaciously engaged with to supplement the support offered in school and provide specialist support when needed.	Disadvantaged students continue to present a disproportionate level of wellbeing and safeguarding need. Support will continue to be provided to improve their

most vulnerable students			mental wellbeing and to keep all students safe.
To raise engagement with independent study for Year 11 students	SLT Mentoring	All PP students in Year 11 received a minimum of a 15 minute mentoring session with a member of SLT	Interviews increased “buy-in” of disadvantaged students in independent work and raised profile of disadvantaged students with school leaders. intervention will continue.
To ensure all students can access the secondary curriculum: use EAL Specialist support	Provision of specialist EAL teacher delivering small group, one to one sessions, in classroom support. Provision of welcome packs and bilingual dictionaries	10 out of 55 pupil premium students identified as EAL have received significant support from the EAL provision. All have successfully accessed the secondary curriculum.	Specialist EAL provision remains a fundamental need for many students. Provision will continue to be funded.
Total spend			£162 000

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)
Pupil Premium students have access to online learning materials to help independent study	Purchase of SAM Learning to use in school and at home	Student voice indicated SAM learning was highly valued by all students	Resource was well used and will be purchased again. More detailed tracking of usage for PP and non PP students in future years.
Holiday intervention	Timetabled intervention sessions during school holidays, run by Year 11 teachers. Students	58 sessions were run during February half term, Easter and May half term. 71% of Pupil Premium students attended sessions relevant to them.	Student voice and parental feedback was very positive about effectiveness of sessions in increasing

	specifically invited to attend		student positivity ahead of exams. Sessions will be held and expanded again in 2018-19
Total spend			£ 6800
Total expenditure			£ 383 350
Pupil premium Funding			£ 383 350