

National Teaching School
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National College for
Teaching & Leadership

Stanground Academy

Pupil Premium Strategy Statement

Stanground Academy School's Pupil Premium Profile 2019-2020

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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	2019-2020	Total PP Budget	£375,579	Date of most recent PP review	17 th July 2019
Total number of pupils	1257	Total number of eligible pupils for PP	380 (31%)	Date of next internal review of this strategy	16 th December 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	241	128	113	54	20 (37%)
Year 8	215	115	100	62	33 (53%)
Year 9	240	119	121	74	30 (41%)
Year 10	287	145	142	100	47 (47%)
Year 11	274	128	146	90	44 (49%)
Total	1257	635	622	380	174 (46%)

Current attainment (2018/19) (Unvalidated)	Pupils eligible for PP (your school)	England state-funded schools other (non-disadvantaged) pupils (2017/18)
Progress 8 score average	-0.82	0.13
Attainment 8 score average	33	50.1
English Progress 8	-0.81	0.11
Maths Progress 8	-0.59	0.12
EBacc Progress 8	-0.85	0.15
Open Progress 8	-1.03	0.12
English & maths at grade 5+	18%	50.10%
English & maths at grade 4+	39%	71.50%

*All figures on this document are projections based on the 2018/19 year, until 2019/20 PP figures are confirmed.

2. Likely barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed at school, such as poor literacy skills)	
A.	Poor literacy and numeracy skills. Those PP pupils with SEN K face additional challenges.
B.	Behaviour strategies.
C.	Availability of high quality teaching in all classes, CPD for staff.
D.	Availability of high quality pastoral support and opportunities for personal development.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Persistent absenteeism.
F.	Low attendance rates.

3. Outcomes		
	Desired outcomes and how will they be measured	Success criteria
A.	Improved rates of progress in literacy and numeracy. To improve KS4 outcomes for all disadvantaged students.	PP students receiving additional support will meet their expected levels and to ensure they are making the same progress as non-PP students. Progress will be evidenced though: <ul style="list-style-type: none"> • Established Literacy Policy. • Improved literacy/reading skills for pupils eligible for PP in Year 7 & 8. • PP students at KS4 receiving literacy support will achieve their individual targets shown through internal data and a validated QA process. All disadvantaged students to secure appropriate next step to education.
B.	To decrease the number of FTE for all disadvantaged students. Unacceptable behaviour across all year groups is reduced including the number of repeat incidences.	Staff clearly recognise the strategies and care required to ensure all disadvantaged pupils are a priority in all aspects of the school's work. <ul style="list-style-type: none"> • Pupil Premium reporting will regularly appear on Curriculum and Pastoral Team Meeting Agendas. • The Curriculum model will support high quality teaching for disadvantaged pupils and impact behaviour. Disadvantaged students are not over-represented in academy FTE figures; FTE rates are lower than national disadvantages figures.
C.	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.

D.	To secure high quality pastoral and learning support that meets the needs of all disadvantaged students. Lack of higher aspirations and expectations for PP students hinders them in engaging with their learning, enrichment opportunities and their potential future progression routes.	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. To provide PP students with educational experiences inside and outside the classroom to engage them with their learning and add to a rich educational environment. <ul style="list-style-type: none"> • KS3 as well as KS4 students to have early intervention both academically and pastorally to support personal development. • The focus for Year 8 students will continue to be their KS4 course choices and ensuring that they lead to future opportunities. • The focus for Year 11 students will continue to be their KS5 course choices and ensuring that they lead to future opportunities. This will impact upon a greater proportion of PP students attend more aspirational post 16 destinations.
E.	To decrease the % of PA students for all disadvantaged students. Extend the current monitoring systems to look in more detail at specific groups of pupils that fail to attend. The introduction of the counselling sessions to tackle the issue of pupils who had previously failed to attend due to anxiety is crucial to some students' reintegration.	Disadvantaged students' PA is in line with their peers and at least as low as national. Reduction of the proportion of pupils, with a particular emphasis on the more vulnerable, that fail to regularly attend school.
F.	To improve attendance for all disadvantaged students.	Disadvantaged students' attendance is in line with their peers and at least as good as national.

4. Planned expenditure						
Academic year	2019-2020					
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?	Impact measure, evaluation and next steps
Improve the leadership of the Pupil Premium Strategy. (A, B, C, D, E, F)	Two members of the leadership team to be responsible for PP KS3 and KS4. Additional support from Y11 Director of Achievement.	Pupil Premium First. To raise the profile of Pupil Premium pupils within the School. Support targeted work with specific groups of pupils. Improve accountability for the work undertaken with Pupil Premium pupils, to check interventions are robust and provide good value for money. To help departments manage the budgets they have been given and ensure they are being given equality of opportunity.	Principal to QA PP strategy.	GCA (Principal) AGO (PP Lead) SHI (AP - PPG) CEM (Director of Achievement)	Termly at SLT	Improved Pupil Premium Strategy and identification of specific issues for PP students with all staff in order to develop specific support/intervention strategies.
Whole school CPD on effective feedback and metacognition strategies to raise levels of attainment. (C, A)	Staff training on high quality feedback and assessment.	EEF Toolkit indicates that high quality feedback is the most effective and low cost way to enhance progress of students. Disadvantaged students to make +8 months accelerated progress.	Twilight 3 – Pupil Premium focus. Twilight 5 - Memory and Information. Retrieval/Metacognition Twilight 6 - Feedback Via Disaggregated Training Time Via termly Curriculum Area Meetings Via Marking Policy and Feedback Policy Quality Assurance process	LHE (SDP – Teaching and Learning leadership) DFU (AP – Teaching and Learning)	December 2020 April 2020 July 2020	Decrease in a gap between PP and NPP students making progress across all subjects at KS3/4. Reviewed after each checkpoint for impact.

Improved rates of progress across all key stages for PP students. (C, A)	Departmental and staff CPD and the role of the lead practitioners. Additional methodology books have been purchased by Lead Practitioners and will be made available to individual departments.	Quality teaching for all has the greatest impact on raising level of progress of all pupils, and especially disadvantaged pupils, according to EEF Toolkit (2019). PP priority for CPD plan with staff signing up to additional training sessions.	CPD will focus on key areas that according to the EEF Toolkit have the highest impact on diminishing the gap e.g. 'Closing the vocabulary gap - Literacy', 'Metacognition', 'Homework'. Ranges of external providers are to deliver a broad CPD offer. Evaluations of the CPD from DDT sessions.	DFU (AP – Teaching and Learning) CDU BHE RBA EFI (Lead Practitioners)	Ongoing through Monday morning briefings. April 2019	All teachers to be aware of PP students in class and to have used at least one of the highlighted strategies to address the barriers and close the gap between PP and NPP in their classroom. Evidence via Learning Walks and QA data
	More effective CPD for teaching assistants and supporting staff.	SEN PP students receive continuous support from teaching assistants. Effective CPD is to be delivered to support staff. Support staff to attend 2 DDT sessions and all Twilights. The EEF Toolkit suggests that TAs accelerate pupils' progress by +1 months. However, this can be much higher with the most effective deployment, preparedness and practice. See Ofsted (2013) p14	High quality performance management. Regular CPD sessions and appraisal. Joint planning. Weekly record of impact Audit of TA's wider skills.	MTE (AP – Inclusion) JFI/TSA (SENCo/ Deputy SENCo)	Baseline and post-trial discussions with staff and pupils.	Evaluation of the effectiveness of provision at all levels in helping to improve opportunities and progress.
Develop staff understanding of barriers to learning faced by PP students and to raise PP profile at the meetings of Raising Achievement Board (RAB). (A, D)	Appointment of PP Champions Weekly meetings with middle leaders.	Raising awareness to barriers that PP students may face will help support teachers in developing effective strategies in addressing some of these barriers. See Ofsted (2013) p18	HOD and SLT Learning Walks	LHE (SDP – Curriculum design and development) AGO – (PP Lead)	After each progress check.	All staff members attending group session to have led a departmental session on PP and used effective strategies to tackle barriers to learning by each checkpoint.
Implementation of structured tutor time and assemblies programme to run	Targeted whole school tutor sessions to focus on respect, kindness and well-being as well	The PiXL 'Them and Us' and GCSE Mindset programme has proved successful in raising levels of engagement and well-being of students.	SLT/HODs Learning walks and student voice.	SHI (AP - PSHE Programme) HOYs Deputy HOYs	December 2019 April 2020	Via student voice – PP and NPP students to be interviewed and asked to state if they find the tutor sessions worthwhile and

across whole school. GCSE Growth Mindset in Y10-11. (C, D)	as to support whole school experience.					contributing to their overall positive state of well-being.
Total budgeted cost					£228,007	
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?	Impact measure
To improve individual student and overall Progress 8 and Attainment 8 score. (A)	Revision sessions and holiday intervention.	Student voice indicated Y11 pupils wanted a more focused approach to TT. Extra revision and intervention sessions to support students preparing for their exams.	Via ongoing data tracking. A thorough plan set out to ensure all subjects and disadvantaged students have access to these arrangements.	LHE (SDP – Curriculum and Assessment)	After each progress check.	Improved P8 and A8 score (MEG, PEG tracking). All PP students at KS4 attending intervention to move at least 1 grade between November mock and April mock.
To support targeted disadvantaged students in classrooms (all subjects). (A)	Use of Learning Mentors (all subjects) PE Instructor	Small group and individual work in tutorial and lessons; work targeted where the need is greatest. Learning Mentors will have an overview of targeted KS4 students. PE Instructor deployed to work predominantly with Y11 PP students.	Via weekly meetings. Learning mentors will be assigned based on their expertise, by either subject or skill set. Provision Maps – tracking system.	LHE (SDP – Curriculum and Assessment) CEM (Director of Achievement)	Ongoing from Jan 2020. August 2020.	Improved P8 and A8 score for individual PP students (MEG, PEG tracking).
To support PP students' progress in PE. (A, D)	Kin-Ball Boxercise Yoga Table Tennis Peterborough United Kicks Programme starting in September 2019.	PE to offer additional after school sessions of Kin-Ball, Boxercise, Yoga, Table Tennis. 72 students have now been trained how to play it. 56% students involved are PP students. The EEF Toolkit suggests extending the school day will accelerate pupils' progress by +2 months combined with sports participation at +2 months.	Via PP club attendance tracking. Offering additional kit and equipment.	ARE (Head of PE)	Ongoing from September 2019	Increase in PP students taking NCFE Sports and Physical Activity alongside EBacc subjects in Y9 as one of their chosen subject. 100% of PP students accessing the enrichment to indicate that the enrichment class has helped improve their social skills and confidence.

<p>Support the progress of SEN and LAP PP students through improved literacy and numeracy intervention strategies.</p> <p>A provision map in place for all pupils with reading ages below their chronological ages. Numeracy interventions identified and monitored. (A, D)</p>	<p>Direct Instruction (DI)</p> <p>Toe by Toe</p>	<p>Highly structured multi-sensory reading intervention, support by Dyslexia Action.</p>	<p>Students are identified from baseline testing and SATS results. Impact of the intervention is monitored with the use of New Group Reading Test. Tracking of which strategies are employed. Regular impact reporting and further intervention when no reported impact. A team of dedicated staff employed to rapidly improve levels.</p>	<p>JFI/TSA (SENCo/ Deputy SENCo)</p> <p>MTE (AP – Inclusion)</p> <p>STY (Transition teacher)</p>	<p>Termly</p>	<p>SEN and LAP PP Students to make accelerated progress with reading age, allowing them to access the secondary curriculum. On average students to increase their National Percentile Rank (NPR) by 5 points.</p>
	<p>Accelerated Reader</p>	<p>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. EEF Toolkit indicate it accelerates progress by +3 months.</p>	<p>English teachers and library staff monitor the results of online tests to ensure that students are making progress and engaging in the reading material.</p>	<p>MBA (HOD) Library staff</p>	<p>During term 4 (March 2020), leading to final progress check.</p>	
	<p>Literacy Planet</p>	<p>Provides an online education program that supports all ages and abilities. Research states that it will improve student grades by 12% on average. Provides opportunities for learning at home.</p>	<p>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.</p>	<p>JFI/TSA (SENCo/ Deputy SENCo)</p> <p>MTE (AP – Inclusion)</p>	<p>Ongoing with individual targeted pupils</p>	
	<p>Numeracy Workout</p>	<p>Online numeracy exercises to support all students working between key stage 2 and GCSE grade 3 to develop basic numeracy skills.</p>	<p>A timetabled intervention, the impact is tracked with progress checks.</p>	<p>JFI/TSA (SENCo/ Deputy SENCo)</p>	<p>Termly</p>	
<p>Offer individual counselling sessions to targeted pupils. Develop emotional literacy skills for targeted students. (B, E)</p>	<p>Emotional resilience</p>	<p>Small group intervention to support vulnerable students to develop resilience and self-confidence. Counselling.</p>	<p>Behaviour tracking and pastoral monitoring to ensure that the intervention supports emotional resilience. Via students' voice</p>	<p>JFI/TSA (SENCo/ Deputy SENCo)</p> <p>MTE (AP – Inclusion)</p>	<p>Ongoing with individual targeted students</p>	<p>Reduction in negative behaviour points. Improved well-being and mental health.</p>
Total budgeted cost					£14,484	

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?	Impact measure
To improve students' punctuality, behaviour, concentration and readiness to learn in the morning. (B, D, E, F)	Breakfast Club To provide PP students with before and after school provision to enable self-study. Computer equipment, teaching support and meals to be all on hand.	Reductions in the number of pupils being hungry. Positive impact on pupils eating more healthily. Improvements in punctuality for some pupils and targeted persistent latecomers. Improvements in concentration and in behaviour. Additional social benefits by helping pupils develop new friendship groups especially for pupils with lower self-confidence. Breakfast Club to support physical activity. The EEF Toolkit suggests Magic Breakfast will accelerate pupils' progress by +2 months.	Breakfast Club to be run by PE staff in the sports centre. This gives and opportunity for students to get involved in games and other physical activity. AD&T to provide fruit and other products from Tesco donations, when available. Staff hours to be extended. Breakfast Club to start at 7:50 a.m. and run for 45min.	ARE (Head of PE) KAI – (DP - Behaviour) AJA (PE instructor) RDE (Attendance Officer)	Termly	Students' readiness to learn, concentration and behaviour to improve. Reduced number of lateness and better attendance among targeted pupils.
To enhance cultural capital of PP students. Funding available for staff to increase number and quality of clubs and visits offered. (B, D, E, F)	Subsidised music lessons for PP students	Individual talented students being nurtured has ensured students have developed their music abilities to their full potential. The EEF Toolkit suggests participation in arts will accelerate pupils' progress by +2 months.	Targeted PP students to successfully complete grading in Music.	ACO (Head of Expressive Arts) MTY (Peripheral Music teacher)	April 2020 July 2020	Increase in PP students taking Music in Y9 as a GCSE subject.
	'Drumba' classes offered to PP students by the Expressive Arts department	DRUMBA® is a high-energy workout session based around a mix of popular music whilst learning and playing a drum. DRUMBA® is a cross curricular class that delivers music and P.E. in one lesson and demands concentration, memory and stamina. (EEF Toolkit +2 months)	Targeted KS3 PP students to successfully complete 'Drumba' course. Via students' voice.	ACO (Head of Expressive Arts)	December 2020 April 2020 July 2020	Increase in PP students taking Music in Y9 as a GCSE subject. Improved engagement and students' well-being.
	'Eco-school' club offered to PP students	Development of essential life skills such as confidence, motivation, resilience and communication. Eco-	Targeted KS3 PP students to successfully get involved in	TLA (Head of Geography)	April 2020 July 2020	Increase in PP students taking Geography in Y9 as a GCSE subject. Improved

	by Geography department	Schools empowers pupils, raises environmental awareness, improves the school environment.	the Eco-School project. Via students' voice.			engagement and students' well-being.
	'Gardening and Cooking club' 'Photography and Art club' offered to PP students by Art, Design and Technology department	Development of essential life skills such as confidence, motivation, resilience and communication. Extra-curricular activities can contribute to the development of these skills. The EEF Toolkit suggests participation in arts will accelerate pupils' progress by +2 months. Giving young people from all backgrounds a greater opportunity to develop those skills can therefore be an engine for opportunity and social mobility.	Targeted KS3 PP students to successfully get involved in both clubs. PP funding used to supply ingredients for the Gardening and Cooking club and resources for the Photography and Art club.	RSA (Head of AD&T)	April 2020 July 2020	Increase in PP students taking A, D&T subjects in Y9 as GCSE subjects. Improved engagement and students' well-being.
	Subsidised trips to ensure PP students are able to attend trips	By exposing PP students to learning outside of the classroom their cultural capital is developed along with their vocabulary skills, e.g. Loughborough University Open Days with Science Department.	Majority of PP students to have attended an offsite trip. HOYs to track attendance at trips of PP students.	DWO – (AP Trips) HOYs	July 2020	100% of PP students at KS3 to have attended an offsite trip.
	Subsidising and mentoring to encourage enrichment opportunities like National Citizenship Service, DHL and Outward Bound, Walesby Residential trip.	Develop confidence and cultural capital of vulnerable students by exposing them to learning outside the classroom.	Via tracking of PP attendance to events (30% of all attendees to be PP)	SHI (AP – Enrichment)	July 2020	Via tracking of PP attendance to events and students' feedback
	Y9 students to participate in 'Prison Me, No Way'	Use these programme to show students the reality of what happens if you get things wrong. Internal data for 2018/19 shows that Year 9 have the highest rates of exclusions amongst pupil premium pupils. This programme supports pupils with rational decision making and making the right choices.	Subject teachers to attend all sessions with their tutor groups to ensure a teamed up approach to changing attitudes and behaviour.	SHI (AP – Enrichment)	After each session	Students' behaviour to improve. Number of exclusions to reduce.

	Y7-8 students to participate in 'I Want! I Want!'	'I Want! I Want!' is a 45 minute play followed by an hour long drama workshop with support resources which looks at issues around alcohol and the family, particularly in the context of the Safer Nottinghamshire DAAT Young People's Specialist Substance Misuse Needs Assessment report. Targeting Years 6 -8 with the aim of accessing both parental and young person audiences. To create a resource which can be accessed by both parents and young people in either mixed or exclusive audiences which will enable parent/school/young person discussion on alcohol misuse and to raise awareness of the coping strategies and treatment/support options available to these groups.	Subject teachers to attend all sessions with their tutor groups to ensure a teamed up approach to changing attitudes and behaviour.	SHI (AP – Enrichment)	After each session	To raise awareness of the particular dangers for young women of excessive drinking especially in relation to anti-social and risk taking behaviour in teenage relationships and unwanted pregnancy. To raise awareness of Foetal Alcohol Syndrome, its causes and debilitating effects.
To increase participation of parents in students' education. (A, C, D)	Subject Workshops Metacognition workshops Partnership Learning Performance sessions: 2x Y7 2x Y8 2x Y9 2x Y10 2x Y11 2x Parents' evenings 2x Staff inset	EEF research shows that there is a strong link between parent and child low literacy rates and engagement with school. Parental engagement may impact students' progress by +3 months. The EEF Toolkit suggests that focusing on meta-cognition and self-regulation will accelerate pupils' progress by +7 months, combined with empowering parents to support their child during homework and revision by +3 months.	Timetabled parent and child revision lessons through subject teachers as well as external provider. • Memory techniques • Surviving exams • Fixed vs. growth mind-set • Support your child at home • How to understand and condense text/entire topics • How to turn those notes into something creative and memorable with A – Maps • Specific course support.	AGO (PP Lead) HODs	On-going	Parental involvement to increase. Communication with parents to strengthen. Students' engagement to improve.
Improve support for all disadvantaged students. (A, D)	Devolved use of resources. Each department has 20% of their budget set aside to support	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.	HODs AGO (PP Lead)	Jan 2020	PP students' voice to state that having access to additional resources helps support their learning.

	<p>disadvantaged students.</p> <p>Provision of free workbooks and revision guides relevant to courses. (KS4)</p>	<p>Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.</p>				<p>Non-equipment incidents lists for PP to reduce.</p>
<p>Track successful strategies for improving outcomes. (A, B, E, F)</p>	<p>Pupil Premium tracker. Case studies of current students (all year groups).</p>	<p>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. AGO to offer one-to-one mentoring, advice and personal support.</p>	<p>Pupil Premium Tracker. Using measures like individual needs, attendance, behaviour and progress check data. 'Learning conversations' to take place regularly.</p>	<p>AGO (PP Lead)</p>	<p>After each progress check</p>	<p>Improved knowledge of the individual pupils and their needs to lead staff to make insightful changes and improvements to PP provision. Data tracking is used rigorously across the whole school and identifies all underachieving pupils.</p>
<p>To raise PP students' aspirations and knowledge of future progression routes. (A, D)</p>	<p>Career advice support based on Gatsby Benchmarks</p> <p>The Network for East Anglian Collaborative Outreach.</p> <p>Subsidized DHL trip for PP students.</p> <p>Provision of best work experience placements to PP students.</p>	<p>Careers Lead and external advisor supports Pupil Premium students in guidance, option choices and knowledge of post 16 opportunities. Increase the number of Pupil Premium pupils progressing to Post 16. Pupil Premium pupils have low aspirations and knowledge of future progression routes.</p>	<p>Timetable of careers appointments to ensure all Pupil Premium pupils are given dedicated directed time as an individual and have an action plan to take home. Careers advice and work experiences to be carefully mapped and recorded for all disadvantaged pupils. Provision Maps – tracking.</p>	<p>DWO (AP – Careers and Aspirations)</p> <p>Careers Advisor</p>	<p>Weekly updates from independent Careers Advisor</p>	<p>Increase the number of Pupil Premium pupils progressing to Post 16. Increase Pupil Premium pupils' aspirations and knowledge of future progression routes.</p>
<p>To enable all students to gain access to the curriculum. (A, C, D)</p>	<p>EAL support (all year groups)</p>	<p>Additional support gives EAL disadvantaged students as chance to access the curriculum. PP funds will be used to provide staffing and resources for these students. The EEF Toolkit suggests one-to-one instruction will accelerate pupils' progress by +5 months.</p>	<p>Specific small group work. Students will attend EAL lessons aimed at improving basic literacy skills in the first instance.</p>	<p>AGO (Head of EAL)</p>	<p>Ongoing as individual case studies</p>	<p>PP EAL pupils to be able to fully access and can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as their first language.</p>

Foster high levels of engagement with independent revision activities for KS4 students. Pupil Premium students have access to online learning materials to help independent study. (A, D)	Live and Learn external revision clinics Purchase of SAM Learning to use in school and at home. Publisher's data says: All pupils +0.20 Progress 8 score. Disadvantaged pupils +0.35 Progress 8 score.	Pupil Premium students to have access to online learning materials to help independent study. According to EEF Toolkit Homework (secondary) accelerates attainment by +5 months.	Evaluations of the students and P8 and A8 scores Case studies and proven track record	CEM (Director of Achievement)	December 2-19 April 2020 July 2020	Improved P8 and A8 score for individual PP students (MEG, PEG tracking).
To promote high levels of engagement in the classroom; to reduce the impact of low level disruption; to improve behaviour choices so time in the classroom is not lost. (A, B)	Behaviour interventions Pastoral support through HOY and DHOY Meetings with parents Behaviour Improvement Board Social skills development Anger management development	All of these strategies are aimed at encouraging students to make good choices so the time in the classroom is not lost. The EEF Toolkit suggests behaviour interventions will accelerate pupils' progress by +3 months. NSPCC Protect and Respect group starting in October 2019. Two Youth Workers supporting our students.	Effective use of the behaviour systems and quick identification of students that are making poor choices.	KAI (DP – Behaviour)	Weekly	PP students accessing the support to indicate that it has impacted positively on their behaviour and decreased the number of removals.
To encourage high levels of engagement in education for the most vulnerable or disengaged students. (B, E, F)	Use of alternative provision. Alternative Provision for those pupils for whom a mainstream curriculum is not appropriate. Collaboration with KAI to support appropriate provision and options.	To provide every student with an appropriate and balanced curriculum that leads to successful outcomes: academic, destination, character. To engage, motivate and improve the attendance of Pupil Premium students through the provision of a bespoke curriculum to suit their individual needs.	Careful selection of programs to support the students. Regular review of alternative provisions and continued attendance and application/progress on course. Minimal number of students accessing internal alternative provision multiple times.	MTE (AP – Alternative Education) KAI (DP – Behaviour)	Ongoing as individual case studies	100% of PP students accessing the support to indicate that it has impacted positively on their behaviour and decreased the number of removals.
To improve punctuality and attendance for	Targeted communication to go out via home letters,	The attendance officer will work closely with all year teams to	Weekly attendance monitoring Parents meetings	RDE (Attendance Officer)	Weekly Annual reviews	Decrease in lateness of targeted PP students

disadvantaged students (all year groups). (E, F)	GroupCall messages, phone calls, home visits, penalty notices. Attendance officer to be on duty in the Reception area each morning and be the first point of contact if the child arrives before 9.00am. If they arrive after 9.00am then they are met by the RDE upon arrival at the school.	<p>improve attendance. Additional focus on children missing in education.</p> <p>Poor attendance negatively affects attainment and to further closes the gap between disadvantaged and non-disadvantaged absence rates.</p> <p>Improved PP attendance to examinations. Resilience Training for PP students deemed at risk of non-attendance during examinations.</p>	Identifying the barriers and reasons for poor attendance Liaising with Safeguarding team and the outside agencies.	KAI (DP – Attendance)		<p>PP students' attendance in line with the NPP due to the actions taken. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.</p> <p>Improved attendance for any groups of pupils but with a particular emphasis on vulnerable groups, will improve outcomes.</p>
To support the well-being, mental and emotional health of all vulnerable disadvantaged students (all year groups). (D, E)	<p>Support from the Safeguarding Team.</p> <p>The Academy has signed up to an agreement with an Educational Psychologist.</p>	<p>The safeguarding officer will work with families to ensure safety and attendance of disadvantaged students.</p> <p>Increased capacity for staff now completing Early Help Assessment to gain external support (CPOMS).</p> <p>NSPCC Protect and Respect group starting in October 2019.</p> <p>Two Youth Workers supporting our students.</p>	Monitoring any arising safeguarding concerns. Referrals, Self-referrals.	JBA (Safeguarding Officer) DWO (AP – Safeguarding Lead) All staff	Ongoing as individual cases	100% of PP students accessing the support to indicate that it has impacted positively on their well-being and improved their emotional health.

Total budgeted cost £133,087

5. Review of expenditure

Previous academic year	2018-2019		
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.	New Literacy and Numeracy programme (Direct Instruction) to be implemented in 2019/20 and enrich the transition curriculum.
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 2019-20 to ensure complete coverage.
Students to make more rapid progress in English	Reducing average class size and increasing targeted teacher support for all students. Additional staff working within English department.	Basic 4-9 and 5-9 English outcomes for PP students increased in both Language and Literature.	Where available, additional staffing in English will be deployed to support students' progress across all year groups in 2019-20. Increased number of English sets in Year 11 would be an advantage, reducing average class size and increasing targeted teacher support for all students.
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	Identified member of SLT responsible for Pupil Premium. PP students a focus	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	Pupil Premium will continue to be explicit as an SLT responsibility; leadership at all levels will continue to prioritise PP students. Key recommendation in EEF (2019)

Premium students; evaluation of the impact of strategies used	for leadership at all levels of the school.	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.	
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 Lexia 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 2019-20.
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 2019-20
To improve numeracy skills for targeted students using Numeracy workout, 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 2019-20.
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 nonattendance at school; provide wellbeing support to the most vulnerable students	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 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.
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 used extensively 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. PP students specifically invited to attend	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 student positivity ahead of exams. Sessions will be held and expanded again in 2019-20.
		Total Spend	£355,518
		Pupil Premium Funding	£355,518
6. Additional detail			
For the academic year 2019/20 Pupil Premium was made a key and central priority of the Stanground Academy with its profile raised through all strategies introduced.			

