

Pupil Premium Statement 2017-18

Targets for 2017-18

In addition to whole school Key Improvement Priorities, targeting the highest quality first teaching, specific areas of focus for improvement amongst disadvantaged students were:

- Further improvement to levels of attendance and punctuality
- Further improvement of attitudes to learning
- Further improvement of behaviour for learning
- Early and persistent interventions to improve access to the curriculum via improved levels of literacy

Below are outcomes and strategies for further improvement. Unless otherwise stated strategies used this year will continue where improvements have been shown via evaluation of effectiveness.

Disadvantaged Student Profile by year group

Year group	PP status	SEND Number	SEND Percentage of sub group	EHCP number	EHCP Percentage of sub group	Total students year group	Total sub group	Total sub group percentage of year group	Total FSM	Total FSM percentage of year group
7	PP	9	35%	2	8%	96	26	27%	15	16%
	Non PP	11	16%	2	3%		70	73%		
8	PP	4	18%	0	0%	70	22	31%	7	10%
	Non PP	7	15%	0	0%		48	69%		
9	PP	7	18%	2	5%	105	39	37%	13	12%
	Non PP	6	9%	1	2%		66	63%		
10	PP	6	19%	2	6%	118	31	26%	10	8%
	Non PP	10	11%	1	1%		87	74%		
11	PP	8	22%	2	6%	115	36	31%	14	12%
	Non PP	8	10%	1	1%		79	69%		

Key

PP Students classified as 'Pupil Premium'
 Non PP Students not classified as 'Pupil Premium'
 PEX Permanent Exclusion
 ILC Integrated Learning Centre

DOLs Directors of Learning
 WEX Work Experience
 SLT Senior Leadership Team
 HoY Heads of Year

SAL Standards and Achievement Leaders
 DC Data Capture
 SM Student Manager
 AtL Attitude to Learning

GCSE outcomes

	2015-16 Outcomes	PP	Non PP	2016-17 Outcomes	PP	Non PP	2017-18 Outcomes	PP	Non PP
Cohort Size	134	34	102	134	38	96	112	34	78
% on or above targets	23.7	16.7	25.9	47	35	51.1	45	38.8	47.4
Attainment 8/Average Grade	4	3.37	4.31	3.9	2.65	4.35	3.95	3.17	4.29
Grade 5 or better in both Maths and English %	N/A	N/A	N/A	30.6	7.9	39.6	31.3	20.6	35.9
Grade 4 or better in Maths and English %	43	23.5	49	48.5	26.3	57.3	54.5	35.3	62.8

% Students meeting or exceeding Target Grades

	English			Maths			Science – Core			Science – Combined 2018 (previously Additional)		
	All	PP (33)	Non PP (78)	All	PP (33)	Non PP (78)	All	PP	Non PP	All	PP (31)	Non PP (70)
Number of entries (numbers in brackets represent the current year)												
2018	47.7	42.4	50.0	41.1	21.2	50				36.6	38.7	35.7
2017	36.3	21.6	41.8	38.8	27	43.3	36.3	14.7	29.9	36.3	28	39.4
2016	14.8	8.6	17	15.4	8.6	17.8	11.1	6.1	8.6	11.1	0	14
2015	32.9	23.1	36.6	19.3	10.3	22.8	36.5	8.1	22.9	36.5	28.6	38.8
2014	25.9	0	34	25.9	15.6	29.1	33.3	12.5	34.1	33.3	20	35.4

Positives	Strategies for further improvement
<ul style="list-style-type: none"> • Further increase in proportion of targets met by PP students than in the previous years against a small decline in proportion of non PP meeting targets. • Significant improvement in percentage PP students attaining level 5 and above in Maths and English and further improvement in percentage of PP students achieving a level 4 and above in Maths and English • Percentage of PP students attaining on or above target in English doubled • Percentage of PP students attaining on or above target in Combined Science increased by 10% against a decrease in the non-PP cohort. 	<ul style="list-style-type: none"> • Earlier start (September) for scheduled weekday interventions for all subjects. • Targeted invitation for underachieving students to attend interventions especially those scheduled for Saturday and holidays. Monitoring and follow up of participation. • Lunch time study room for Year 11's only from September. Use of ILC for year 11 SEND/PP where support available. • Subject support resources information published on the website. • Continue SLT mentoring of students underachieving at data capture points. • Continue SLT meetings with disadvantaged students to identify areas where additional support can be provided. • Increased focus on attainment within the HAPs PP cohort (within the wider HAPs cohort) by identification and active monitoring of provision via lesson observations/book looks/Tutor monitoring etc. • Maintaining increased focus on AtL in KS3 through provision and monitoring of high quality teaching and intervention support provision from entry to the school.

Attendance

Year Group	PP Status	Percentage of students with improved attendance DC 1 to final DC	Percentage of students on 95% at final DC	Percentage of students with improved punctuality to school DC 1 to final DC
7	PP	37	41	44
	Non PP	26	72	26
GAP		11	-23	19
8	PP	42	32	42
	Non PP	34	48	34
GAP		8	-16	8
9	PP	39	28	25
	Non PP	22	54	25
GAP		17	-26	0
10	PP	30	25	20
	Non PP	32	68	9
GAP		-2	-43	11

11	PP	31	43	23
	Non PP	27	71	15
GAP		5	-28	7

Positives	Strategies for further improvement
<ul style="list-style-type: none"> • Compared to 2016-17 increased number of students improving attendance DC1 to final DC, this is most marked in the PP cohort in Years 7, 8, 9, • Years 7, 8, 10, and 11 all indicate improved attendance where the benchmark is 95% compared to 2016-17. Improvement is most marked for PP cohorts, except Year 10. • Improved punctuality to school is greater in the PP cohort than the non-PP cohort in Years 7, 8, 10,11 	<ul style="list-style-type: none"> • Following audit of the policy and practise around identification and action on attendance issues, a new flow chart was introduced early in 2018. Further refinement of immediate intervention for disadvantaged students using a co-ordinated approach from tutor to Inclusion lead will lead to improved attendance and punctuality. • Early parent meetings to discuss barriers to attendance and solutions around barriers. • Inclusion of discussion around attendance and punctuality in every meeting for students. • Continue personal phone call re-non-attendance on the first morning and follow up each day. • Earlier implementation procedures within the Attendance flow chart including home visits, DSL involvement, pro-active involvement by the EIT. • Tutor time actively used to identify areas of need for students and follow up via the PLT/SEND teams to facilitate support. • Lateness detentions on the day moved to lunchtime Social Isolation room to support attendance first time.

Attitudes to Learning and Homework

Continued use and refinement of the reporting system introduced last year which promotes students, parents and teachers to collectively focus on improving students' attitudes to their learning which ultimately produces improvement in attainment as a result. An improving culture of high aspirations within the student body is further reinforced with a strong ethos of expected high standards by students in all aspects of Academy life. Parental access to Class Charts, discussion of attitude during all parental meetings and a re-focus on the home-school agreement has led to improved expectations of parents for their children.

There was a continued emphasis on improving the quality of feedback to students to enable them to improve. In terms of written feedback close monitoring of adherence to the marking policy and via book looks to monitor the level of response by students, has seen a marked improvement in students becoming involved in determining their own improvement. Analysis of underperformance and given or required interventions to improve attitudes to learning and hence outcomes continues at each data capture. Active referral for students to gain support for homework continued via supported morning homework sessions in the LRC. Where barriers to progress centred on equipment close liaison with parents ensured that these barriers were removed or reduced by supplying the required items. The provision of catch up sessions for departments on designated days of the week was used to give targeted support for underachieving students.

Positives	Strategies for further improvement
<ul style="list-style-type: none"> • Continued to see all year groups improving attitudes to learning DC1 to final DC. • Years 7,8,11 showed an improvement in the percentage of PP students achieving the expected standard in their Attitudes to Learning. • Years 7,8,11 showed continued improved attitude to homework when compared to their cohort in 2016/17. • Increased attendance to homework support sessions. 	<ul style="list-style-type: none"> • HoY and SM continue to monitor academic and pastoral progress for students in each year group. Referral for further action is co-ordinated with the PLT/CLT teams. Particular focus on Year 10 and the PP cohort of Year 11. • Rigorous schedule for book looks expanded to include Tutor book looks with student discussion. Process continuing to ensure consistency of feedback and response is maintained. • Continue rigorous monitoring by DoLs and Assistant Head of the quality and quantity of homework received by students by each teacher. • Expand provision for assemblies focussing on all aspects of diversity and utilising student focus groups; STARS/Trailblazers etc. to promote a 'can do' culture for all students in all aspects of their life. • Use of facilities within the Integrated Learning Centre for targeted homework support provision manned by teaching assistants. Monitoring of attendance and impact on sanctions/rewards for H/W by relevant Assistant Heads, HoY and Tutors. • Monitoring and communication with parents in respect of parental engagement with Class Charts as a means of supporting disadvantaged students

Behaviour for Learning

The improvement in behaviour for learning and social behaviour seen in 2016-17 continued into 2017-18. Further adjustments to the behaviour system and a further improvements in consistency of application helped to drive this forward. In the Ofsted inspection September 2018, behaviour was deemed to be good. Use of parental meetings and PSP's at an earlier stage where challenging behaviour was seen had a supportive role for individual students but also shaped the culture around behaviour amongst their peers. Further use of offsite placements for respite and reset placements was very successful for all participants. For others the se of managed moves proved beneficial.

Positives	Strategies for further improvement
<ul style="list-style-type: none"> • Further improvements in the awarding of merit points so that the disparity between PP and non-PP groups was further reduced. • As for merits the gap between negative behaviour points received by PP and non PP students continued to decrease. 	<ul style="list-style-type: none"> • Provision of supportive curriculum coupled with high quality teaching improves ATL and outcomes reflected in increased rewards and diminished sanctions. • Continuation of reward for both academic and non-academic actions plus published student of the week rewards and rewards booster weeks, as these were seen to be highly motivational, particularly for disadvantaged students. • Close monitoring of award of sanctions and rewards to monitor and flag disparity to all staff. • Continue to use celebration events which reflect a diverse selection of students including; Termly celebration assemblies, celebration evening, parent information evenings, Jack Petchey awards recognising improvement and achievement as reflected in net points gained • Reward trips for high net points with active targeting for the highest within disadvantaged groups so removing any bias in rewards/sanctions that may remain

Managing More Challenging Behaviours towards Successful Student Outcomes

Careful monitoring of students whose engagement with school was affected by curriculum legacy issues or by social issues arising allowed faster intervention to maintain their school place and challenge their mind-set with a view to improved academic outcomes and future prospects.

Earlier intervention using Speakeasy support and PSPs enabled many students to find their way in school. For others earlier and increased use of the Managed Move system was effective and allowed them to make a fresh start in an alternative local school. The inclusion of placements at The Jubilee Academy was a third alternative used and all students supported in this way were able to sustain their improved behaviour generally and particularly their behaviour for learning, on return to school or at point of exam. The use of WEX continued to afford positive support to students enabling them to maintain progress in school while building a career path beyond school.

Further expansion of the use of internal exclusions to mirror the level of sanction that would be afforded by FTE has made significant impact on reducing the negative effects of missing curriculum time. This coupled with SI began to show impact in respect of improving behaviours across the board by creating awareness of the impact of anti-social behaviour both within and outside of the classroom.

The active inclusion of parents via increased level of contact at every stage and in all areas of school activity has helped to strengthen the impact of all aspects of behaviour management to produce improved outcomes for students.

Positives	Strategies for further improvement
<ul style="list-style-type: none"> • Further reduction in the number and proportion of fixed term exclusions. • Effective use of mentoring via more formal routes to support disadvantaged students. • Simplified and centrally tracked report systems leading to earlier identification of emerging issues and earlier supportive and external interventions having the most marked effect on disadvantaged students. • Speakeasy interventions continued to show a strongly positive effect on improvement. Of those receiving this support 43% were disadvantaged students. Positive affirmation of effectiveness shown by self-referral/re-referral where students felt that they needed to re-engage to get themselves back on track where attitudes had started to drop. • Increased use of managed moves to support fresh starts continued to see success for less complex cases in terms of both leaving (43%) and joining THA (80%). • Continued use of supportive WEX placements. Reduction in proportion represented by PP students to 25%. Very successful outcome for Year 11 students. 	<ul style="list-style-type: none"> • Earlier and wider use of screening tests for high frequency SEND which may be contributing to poor AtL • Closer monitoring of curriculum provision and differentiation for disadvantaged/SEND students where AtL is poor • Use of ILC to support academic progress of students on WEX, etc. • Further refinement to the internal exclusion system in respect of monitoring and next steps actions where students do not respond to parental meetings and internal supports. • Maintain the early use of PSP's to frame a system of support to enable students to reset AtL, etc. • Use of PSP's to explore possible next steps available to support students unable to reset their behaviours within school • Expanded available placements for respite provision in The Jubilee Academy to support students in very small groups and allow them to focus on developing good behaviour for learning habits so that re-integration into mainstream produces better outcomes.

Improving Literacy

There continued to be a high level of focus on literacy embedded within the culture of the school. Students who required additional input were identified by a variety of data sets and provided with support as appropriate; bespoke teaching groups with Inclusion teacher, access to the Accelerated Reader programme, small group or individual reading sessions, screening for high frequency SEND.

Positives	Strategies for further improvement
<ul style="list-style-type: none">• Use of Accelerated Reader continued to yield good improvement in Reading age.• Use of group reading schemes and teacher led reading promoted positive engagement with disengaged readers.• Further CPD improved strategies to engage students in literacy activities in all curriculum areas.• Improved access to reading material through English lessons in the LRC.• Continued positive participation in DEAR as expected routine in Tutor time.	<ul style="list-style-type: none">• Literacy strategies to be led via DoL English• Continuation of small group/individual reading activities using data driven groups• Earlier screening for all aspects of literacy ability (not just reading age)• Nurture group in Year 7 taken by senior English teacher

Raising Aspirations

Remained committed to increasing experiences in a wide variety of contexts to raise aspirations for academic success and future careers.

Positives	Strategies for further improvement
<ul style="list-style-type: none">• Again no disadvantaged student missed a trip due to financial constraints• Priority given to disadvantaged students to attend trips to universities and STEM activities, etc.• 92% of all participants in the Brilliant Club met at least 1 of the three disadvantaged indicators. There was a 100% completion rate with 75% of Pp students gaining 2.1 or 1st in their final submission.• Once again 100% PP students gained access to Further Education, Apprenticeship or employment• Positive engagement of girls group with Trailblazers.	<ul style="list-style-type: none">• Using Jack Petchey Awards to promote self-confidence by adopting an increased focus on disadvantaged students.• Continue to work with the Trailblazers ethos seeking to target disadvantaged girls.• Aim to begin an 'outward bound' activity group for disadvantaged boys to raise self-esteem.• Increased use of STARs to represent student concerns and to act as accessible role models through assemblies.