



# Pupil premium strategy statement (secondary)

1. Summary information					
School	Co-operative Academy - Stoke-on-Trent				
Academic Year	2019-20	Total PP budget	£397,375	Date of most recent PP Review	09/19
Total number of pupils	914	Number of pupils eligible for PP	425 (46.5%)	Date for next internal review of this strategy	01/20

2. Current attainment		
	Pupils eligible for PP (non PP)	Pupils not eligible for PP (national average)
% achieving 9-5 English and Maths (2018/19)	PP 35.7% non PP - 27.3%	
% achieving 9-4 English and Maths (2018/19)	PP 55.7% non PP - 56.8%	
Progress 8 score average	PP -0.216 non PP -0.182	
Attainment 8 score average	PP = 40.48 non PP = 41.69	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Attainment gap in current Y11. PP students on entry 4.38 compared to non PP 4.77. Lower % of HA PP students compared to HA non PP and a higher % of middle and lower ability PP students compared to non PP.
B.	Y11 middle ability progress is lower than other ability bandings in English and maths: English PP Student P8 by banding: Low -0.037, Mid -0.635, High +0.480 Maths PP Student P8 by banding: Low -0.273, Mid -1.162, High -0.638
C.	WBB PP 22.9% gap 9-5 matching. 9-4 matching - 32.4% gap in Y11.
	PP student participation in the 'Great Experience' strand including residentials, extra-curricular activities, Prefects, CYLs and successful completion of 'The Greats.'
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Attendance of students eligible for pupil premium is 93% compared to 95% non PP. PP PA is 16.8% compared to 7.5% non PP PA.
F.	PP parents' evening attendance is significantly lower in all year groups compared to non PP.

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Progress data indicates a closing of the gap in the current Y11.	A reduction in the gap from each prediction point to the next.
<b>B.</b>	The gap closes between PP HA and non PP HA and PP WBB and non PP WBB in Y11.	A reduction in the gap from each prediction point to the next.
<b>C.</b>	An increase in the number of PP students participating in the annual residentials, subject trips, extra curricular activities and leadership opportunities within school such as CYL and Prefects.	Tracking and monitoring of participation indicates an increase in the number of PP students participating in the aforementioned.
<b>D.</b>	Attendance gap closes for PP students and the PA gap is reduced to be in line with non PP.	The gap is closed between PP and non PP attendance figures.

## 5. Planned expenditure

Academic year

2019/20

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?
Improved outcomes.	Continuation of Vice Principal role in charge of teaching and learning.  £22,000	The Vice Principal in charge of teaching and learning has delivered, and will continue to deliver, the most current CPD to whole staff so there is a renewed focus on teaching and learning strategies. In particular, there has been a focus on the widening of the curriculum at KS3 for all students. Evidence suggests that this benefits PP students, as a narrow curriculum does not deliver the knowledge or cultural capital that PP students need to progress within the academy and beyond.	Regular line management meetings, weekly GMTT CPD, learning walks and observations as part of the quality assurance cycle.	Vice Principal - Teaching & Learning	Ongoing as part of quality assurance cycle.
Improved outcomes.	Appointment of teaching and learning team x 5.  £22,655	The new teaching and learning roles are focused on fundamental principles of teaching and learning - literacy and numeracy.  The EEF report states that quality teaching will deliver a careful selection of language to be taught and language teaching should develop breadth (vocab size) and depth (understanding and use in context.)  The EEF Guide to Pupil Premium encourages schools to use a tiered approach to pupil premium spending, with the primary focus being professional	Regular line management meetings, weekly GMTT CPD, bespoke CPD for departments focusing on each strand, learning walks and observations as part of the quality assurance cycle.	Vice Principal - Teaching & Learning	Ongoing as part of quality assurance cycle.

		development, training and support and recruitment and retention.  The decision to use a proportion of the PP budget to support teaching and learning, within the academy, was based on this.			
Improved outcomes for HA PP students.	Appointment of Academic Excellence Leader and Academic Pioneer.  £3,000	The Academic Excellence Leader has devised, and will deliver a programme targeting HA students (with a specific focus on PP) in each year group. The Academic Pioneer will support this and also provide their own programme of extra-curricular opportunities aimed at HA students. School Cultures and practice research document (May 2018) cites extra-curricular opportunities for oracy and debating as having high impact.	Scholars launch evening for parents, clear outline of sessions communicated to students and parents in advance, attendance tracked, quality of sessions monitored, improved outcomes.	Vice Principal - Teaching & Learning	Ongoing through implementation of programme.
Increased focus on progress in all year groups.	Continuation of Head of Year role.  £7,500	The Head of Year strategy prioritises underachieving pupil premium students for intervention.	Continuation of Prediction Process meetings involving Head of Year and relevant Head of Faculty after each prediction point. This process is now embedded. Pupil premium students are discussed at each prediction meeting and appropriate strategies implemented to support underachievement.	Assistant Vice Principal - Progress	Continual monitoring via assessment data and examination results.
<b>Total budgeted cost</b>					<b>£55,155</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
No gap between PP and non PP students in maths.	Purchase of White Rose maths resources to use at KS3 during curriculum time. £100	White Rose Maths are a group of leading maths researchers and practitioners and produce bespoke classroom resources and CPD training for schools.	Head of Maths will oversee implementation with Head of KS3.	Head of Maths	Ongoing through prediction point data and formative assessment cycles.

No gap between PP and non PP students in maths.	Purchase of Hegarty Maths to use with all year groups.  £1,200	Hegarty Maths is an online programme that provides carefully modelled examples walking students through how to approach maths questions. All videos are followed by bespoke assessments perfectly matching the video. Finally, there is a simple and easy to use tracking system that allows teachers to focus on pupils' mistakes whilst making the collection of tracking data easy.	Hegarty will be implemented with all year groups and data tracked weekly and used to motivate students through assemblies. PP students to be tracked separately to ensure that the need for technology does not hinder PP students.	Head of Maths	Weekly tracking.
Improved outcomes and closing of gap between PP and non PP in all subjects in Y11.	Programme of P6/P0 sessions and study evenings that target underachieving students with PP prioritised. Resources and revision materials included.  £3,000	To provide new and relevant revision resources to support students that do not overlap with resources used in classroom teaching.	Timetabled programme of content for P6, P0 and study evenings. Introduction of booking system for the intervention sessions so that students are fairly distributed across students and so subject leads are targeting underachieving students including PP.	Assistant Vice Principal - Progress and Subject Leads	Ongoing tracking of attendance at the intervention sessions. Parental contact if non-attender and HoY involvement.
Any gap existing in Y7 is closed.	KS2 Maths Master classes will be held with feeder primary schools.  £1,500	The Education Endowment Foundation Toolkit highlights that this has high impact.	Students with specific needs are identified from baseline data and given appropriate intervention. Regular tracking of raw scores from regular testing.	KS3 Lead in Maths	Ongoing monitoring and evaluation of attendance and impact through raw score and prediction data.
Any gap existing in Y7 and Y8 is closed.	Additional 'Boost' sessions after school for targeted students in Y7 and Y8 prioritising PP students.  £1,500	The Education Endowment Foundation Toolkit highlights that this has high impact.	Students with specific needs are identified from baseline data and given appropriate intervention. Regular tracking of raw scores from regular testing.	KS3 Leads in English and Maths	Continual monitoring via assessment data and examination results.
Improved outcomes for EAL students.	EMAS - to support ethnic minority students, many of whom are disadvantaged.  £15,000	To provide language support for EAL students during lesson so that they do not become further disadvantaged because of a language barrier.	Timetabled programme of support for students identified on entry to the academy. Regular testing to reassess language needs.	SENCO	Continual monitoring via assessment data and examination results.

**Total budgeted cost** £22,300

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increasing opportunities for PP students to revise.	Revision materials. £4,000	To provide PP students with the necessary resources to revise independently.	Revision guide purchase tracked by Subject Leads to ensure PP student buy in.	Assistant Vice Principal - Progress/Subject Leads	Reviewed before and after each assessment/exam period.
Increasing opportunities for PP students to revise.	Exam boost sessions each morning in the run up to GCSEs. Refreshments and revision materials provided. Study Evenings and P6 sessions available to all students. £5,000	This is to provide opportunities for students to revise with subject staff on the morning of the GCSE exam and at regular intervals throughout the academic year. Revision materials and refreshments are provided so that PP students can revise with teacher guidance and correct equipment.	Attendance to sessions tracked to ensure PP students attend. Phone calls/texts home to parents as reminders	Assistant Vice Principal - Progress	Continual monitoring via assessment data and examination results at each prediction point.  P6 and P0 sessions monitored weekly.
Increasing opportunities for PP students to revise.	Weekly lunchtime revision sessions in the library and after school to provide a quiet space for PP students to complete revision and homework. £2,500	This is to provide opportunities for students to revise on a weekly basis in a quiet space.	Tracking of attendance. Communication through tutors and Head of Year and subject leads to target PP students to attend.	Assistant Vice Principal - Progress	Weekly.
To provide parental support with revision.	To introduce a programme of GMPT sessions targeting the parents of PP students. These sessions will run in the morning, rather than evening, to encourage attendance. £3,000	Attendance figures at parents' evenings for PP students are significantly lower than non PP in each year group: Y7 - PP attendance was 50% and non PP was 72% Y8 - PP attendance was 57% and non PP was 76% Y9 - PP attendance was 94% and non PP was 90% Y10 - PP attendance was 59% and non PP was 77%	Clear communication of sessions and dates to parents. Tracking of attendance to each GMPT session PP vs non PP.	Assistant Vice Principal - Progress	After each GMPT session.

		Morning information sessions with HoF and HoY have been planned throughout the year for Y11 parents to see whether organising these sessions for the morning, rather than evening, will have an impact on attendance.			
To provide parental support with revision.	To launch the learning journey for each year group to parents and to provide HoY and HoF support to students and parents by providing knowledge of the curriculum, assessments and key dates through a Steps to Success evening.  £3,000	Attendance figures at parents' evenings for PP students are significantly lower than non PP in each year group:  Y7 - PP attendance was 50% and non PP was 72% Y8 - PP attendance was 57% and non PP was 76% Y9 - PP attendance was 94% and non PP was 90% Y10 - PP attendance was 59% and non PP was 77%  Providing an evening for parents early on in the academic year to provide key curriculum information, assessments and key dates to communicate key information including the curriculum and suggested resources/reading early on to inform parents.	Tracking of attendance at the evening.	Assistant Vice Principal - Progress	After the Steps to Success Evening.
Improved attendance for PP students.	The funding supports a an additional attendance officer and support from the LA.  £27,500	Poor attendance is one of the main barriers to learning and PP attendance is currently just lower than non PP (93% and 95%.) PP PA is higher than non PP at 16.8% compared to 7.5%. Since 46.5% of students are eligible for PP in the academy, funding is used to support the attendance work.	Attendance tracked weekly. Regular updates at SLT. Attendance team home visits. Head of Year support attendance through trackers in tutor time. Form tutors to support.	Senior Assistant Vice Principal - Behaviour and Attendance	Weekly
Improvement in standard scores data for PP students.	A full time Year Manager and mentor has been employed. £27,450	Since 46.5% of students are eligible for PP in the academy, funding is used to support inclusion for all students.	Standard score data tracked weekly. Head of Year support through analysis of standard score data in tutor time. Form tutors to support.	Vice Principal - Standards	Weekly

Improved transition and raising self esteem.	The Co-operative Young Leaders programme and transition programme will continue. £23,000	To strengthen transition with feeder schools and the academy and to build independence, confidence and responsibility among academy students.	Regular programme of CYL transition events is created and co-ordinated by Transition Lead and has been implanted successfully in the past.	Head of Transition	Ongoing
Increasing opportunity	Alternate curricula to support students who can no longer progress in mainstream education funded through alternative providers such as REACH and MERIT (£45,000) and continuation of The Loft Alternative Provision Unit on site including staffing. £30,000 = £85,000	An alternative education programme which is tailored to the specific needs of students who are struggling to access mainstream education.	An Alternative Provision Manager is employed to ensure that individual needs of students are met and the curriculum is tailored to those needs. Subject specialists are also timetabled to deliver core subjects to all students.	SENCO	Ongoing through placement visits and reports on progress through SLT meetings.
Successful reintegration into whole school learning	The Bridge will be funded with two full time members of staff plus necessary resources. £55,000	An alternative education programme which is tailored to the specific needs of students who are struggling to access mainstream education whilst still in the academy.	Trained staff will deliver a programme of literacy/numeracy and self-esteem workshops. (see Evaluation of The Bridge for more information.)	SENCO	Ongoing
Increasing opportunity	Life skills curriculum for Y10 & Y11 student. £15,000	Students develop independent living skills and set up their own business to improve their financial and social skills and to build confidence.	Trained staff will deliver a programme that will be monitored through the Quality Assurance cycle.	SENCO	Ongoing through the Quality Assurance cycle.
Increasing opportunities for PP/SEN students to access intervention.	Funding will be used to provide breakfast in the canteen for all students aswell as an SEN morning club and Library Early Birds Club. £3,500	To improve attendance to the academy and provide targeted students with interventions.	Attendance will be recorded and tracked and intervention impact will be assessed by the SEN Department.	SENCO	Weekly
Increased opportunities for extra-curricular activities	Funding will be used for The Edge, a programme of Enrichment for KS3 and subject specific interventions for KS4.	To provide extra-curricular opportunities for disadvantaged students with no cost implication for parents	Trusted providers will be selected to ensure a wide range of activities are available to engage students.	Vice Principal - Enrichment	Half termly review analysing attendance and participation.

	£5,000				
Raising self-esteem.	Continuation of Character Education. £5,000	To provide regular workshops on self-esteem, confidence building and raising aspirations.	Trained staff will deliver a programme that will be monitored through the Quality Assurance cycle	Vice Principal - Enrichment	Ongoing through the quality assurance cycle.
Increasing opportunity.	Disadvantaged students will be subsidised on educational visits. £5,000	To ensure that a range of trips of an affordable nature are available to students in all year groups. DFE School Cultures and Practice Research (May 2018) cites this as having high impact.	Whole academy target required for PP participation in school trips and Subject Leads to target PP students to attend educational visits. Heads of Year will track participation in educational visits and the 'greats.'	Assistant Vice Principal - Progress	Ongoing through tracking and monitoring of uptake to subject and residential visits each half term.
Raising aspirations.	Y10 students will visit FE and HE institutions in S-O-T to broaden their horizons during College Experience Week. £3,000	To provide students with taster sessions at different colleges of a range of post 16 courses to raise aspirations and broaden horizons.	Trusted providers will be selected to ensure a wide range of activities are available to engage students	Head of Careers	Annually.
Increasing opportunity	Appointment of Engage to deliver lunchtime and after school extra curricular activities. £45,000	To provide extra-curricular opportunities for disadvantaged students with no cost implication for parents.	Before/lunchtime and after school activities will be run by Engage.	Vice Principal - Enrichment	Half termly review analysing attendance and participation.
<b>Total budgeted cost</b>					<b>£316,950</b>

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2018/19</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>	
Improved outcomes.	Appointment of Vice Principal in charge of teaching and learning.  Contribution £20,000.	There were 70 PP students within the cohort with a starting point of 4.57 compared to 4.63 for non PP students.	Staff have received regular CPD through GMTT sessions, twilights, departmental and whole school meetings. The appointment of the Vice Principal in charge of teaching and learning, and in turn, the appointment of the teaching and learning team, has created a renewed focus on teaching and learning	<b>£20,000</b>	

		<p>Out of the top 10 students with the highest positive P8 score, 7/10 were PP students.</p> <p>49.2% PP students achieve a + P8 score in English compared to 40.3% non PP.</p> <p>42.9% PP students achieved a +P8 score in Maths compared to 44.4% non PP.</p> <p><b><u>Basket 1</u></b></p> <p>English P8 PP = -0.144 vs non PP = -0.109 (very small gap)</p> <p>Maths P8 PP = -0.202 vs non PP = -0.186 (very small gap)</p> <p><b><u>Basket 2</u></b></p> <p>PP P8 = -0.601 vs non PP = -0.677 (very small gap)</p> <p><b><u>Basket 3</u></b></p> <p>PP P8 = -0.41 vs non PP P8 = +0.268 (biggest gap)</p> <p><b><u>All Baskets</u></b></p> <p>PP A8 = 40.48    Non PP A8 = 41.69</p> <p>PP Average grade = 4.05    Non PP = 4.17</p> <p>PP Prog 8 = -0.216    Non PP = -0.182</p>	<p>strategies in the classroom, bespoke to the department and staff members.</p> <p>The EEF Guide to Pupil Premium encourages schools to use a tiered approach to pupil premium spending, with the primary focus being professional development, training and support and recruitment and retention.</p> <p>The decision to use a proportion of the PP budget to support teaching and learning, within the academy, was based on this.</p>	
<p>Increased focus on progress in all year groups.</p>	<p>Continuation of Head of Year role</p> <p>£4410</p>	<p><b><u>Y7</u></b></p> <p><b><u>9-5 matched</u></b></p> <p>PP - 30% vs non PP 39.8% - 9.8% gap</p> <p><b><u>9-4 matched</u></b></p> <p>PP - 57% vs non PP 66.4% - gap 9.4%</p> <p><b><u>Y8</u></b></p> <p><b><u>9-5 matched</u></b></p> <p>PP - 22.2 vs non PP 36.6% - gap 14.4%</p> <p><b><u>9-4 Matched</u></b></p> <p>PP 48.1% vs non PP 59.8 - gap 11.7%</p> <p><b><u>Y9</u></b></p> <p><b><u>9-5 matched</u></b></p> <p>PP- 33.3% vs non PP - 36.9 - gap 3.6%</p>	<p>The data system in Y7 &amp; Y8 will be changing so that there will only be three summative assessments a year. These will not be given a prediction so Heads of Year in Y7 &amp; Y8 will be involved in a new tracking process for PP students.</p> <p>Prediction Process meetings involving Head of Year and relevant Head of Faculty after each prediction point will continue. This process is now embedded and has raised the profile of each year group. Underachieving PP students are prioritised for assertive mentoring and strategies discussed at each prediction meeting.</p> <p>Heads of Year are integral in all aspects of supporting PP students whether it be attendance, behaviour, raising aspirations and self esteem.</p>	<p>£4410</p>

		<p><b>9-4 matched</b> PP 52.4% vs non PP - 58.5% - gap 6.1%</p> <p><b>Y10</b></p> <p><b>9-5 matched</b> PP 15.2% vs non PP - 34% - gap 18.8%</p> <p><b>9-4 matched</b> PP 33.3% vs non PP 57.7% - gap 24.4%</p>																																												
Improved outcomes.	Appointment of whole school literacy co-ordinator and an increase in staffing in English and maths. £30,00	<table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>9-7 Match</td> <td>7%</td> <td>5.7%</td> </tr> <tr> <td>9-7 English</td> <td>15.7%</td> <td>9.1%</td> </tr> <tr> <td>9-7 Maths</td> <td>14.3%</td> <td>15.9%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> <tr> <td>9-5 Match</td> <td>35.7%</td> <td>27.3%</td> </tr> <tr> <td>9-5 English</td> <td>48.6%</td> <td>52.3%</td> </tr> <tr> <td>9-5 Maths</td> <td>42.9%</td> <td>37.5%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> <tr> <td>9-4 Match</td> <td>55.7%</td> <td>56.8%</td> </tr> <tr> <td>9-4 English</td> <td>67%</td> <td>73.9%</td> </tr> <tr> <td>9-4 Maths</td> <td>62%</td> <td>61.4%</td> </tr> </tbody> </table> <p>Within the academy, PP students have outperformed non PP at 9-7 and 9-5. There is a very small gap at 9-4.</p>		PP	Non PP	9-7 Match	7%	5.7%	9-7 English	15.7%	9.1%	9-7 Maths	14.3%	15.9%					PP	Non PP	9-5 Match	35.7%	27.3%	9-5 English	48.6%	52.3%	9-5 Maths	42.9%	37.5%					PP	Non PP	9-4 Match	55.7%	56.8%	9-4 English	67%	73.9%	9-4 Maths	62%	61.4%	The Y11 leavers outcomes shows that PP students outperformed the non PP students at most measures. The work from these co-ordinators (who are now part of the teaching and learning team) needs to take place in a wider capacity across the academy to have an impact, in particular on Basket 2 subjects. Although the PP gap and non PP gap in Basket 2 was minimal, the attainment and progress overall needs to be much stronger.	£30,000
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**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
No gap in Y7 between PP and non PP students in English.	Purchase of Fresh Start literacy resources to use for after school intervention sessions and during curriculum time for lower ability	<p>At P3 76% of PP students were predicted 9-4 and 48% 9-5 compared to 50% 9-5 non PP (2% gap) and 78% 9-4 non PP (2% gap.)</p> <p>A total of 14 PP students attended at least one of the 3 waves (after school sessions).</p>	Attendance is an issue at the after school clubs with parents citing the winter months as an issue in Y7. Instead, this year, we will try lunchtime and tutor time interventions alongside the after school club so that all targeted students are receiving the intervention.	£2,500

	<p>students to improve their basic skills. £2,500</p>	<p>At P3, 3 students were above their target, 6 students were on target and 5 students were below; 6 students increased from P1 to P3 by at least a sublevel or more and 6 students maintained their predicted grade from P1 to P3.</p> <p>In reading, 8 of these students made progress with their reading age; 4 of these students increased their reading age by 1 year or more.</p>		
<p>Improved outcomes and closing of gap between PP and non PP in core subjects.</p>	<p>Purchase of materials and resources to co-ordinate withdrawals of PP students for a P0 session for Y11 students.  £2,500</p>	<p><b><u>Basket 1</u></b> English P8 PP = -0.144 vs non PP = -0.109 (very small gap) Maths P8 PP = -0.202 vs non PP = -0.186 (very small gap)</p> <p><b><u>Basket 2</u></b> PP P8 = -0.601 vs non PP = -0.677 (very small gap)</p> <p><b><u>Basket 3</u></b> PP P8 = -0.41 vs non PP P8 = +0.268 (biggest gap)</p> <p><b><u>All Baskets</u></b> PP A8 = 40.48 Non PP A8 = 41.69 PP Average grade = 4.05 Non PP = 4.17 PP Prog 8 = -0.216 Non PP = -0.182</p>	<p>Although the attendance at study evenings was always high, P6 sessions, generally, was not. This year, the P6 timetable will differ and staff will target students based on a weekly booking system that can easily be tracked and monitored by subject leads and the AVP in charge of Progress.</p> <p>The EEF Pupil Premium Guide encourages a tiered approach to Pupil Premium spending where targeted academic support is considered the next stage after teaching and learning. The P6 and P0 sessions are the targeted support so the new booking system will ensure that subject leads are targeting the correct students for small group intervention. It is the attendance of the targeted students that will demonstrate the impact of P6 and P0.</p>	£2,500
<p>Gap closed between PP and non PP during Y7.</p>	<p>KS2 Maths Master Classes will be held for students from feeder primaries. £1,000</p>	<p><b><u>Y7</u></b> <b><u>9-5</u></b> PP - 37% vs non PP - 52.2% - gap 15.2%</p> <p><b><u>9-4</u></b> PP - 60% vs non PP 71.7% - gap 11.7%</p>	<p>There is a gap between PP and non PP in Y7 at P3 in maths. One area of development for maths has been deciding upon an agreed, consistent way of teaching approaches that supports and complements what the primaries teach.</p>	£1,000
<p>Gap closed between PP and non PP during Y7 &amp; Y8 in maths</p>	<p>Additional 'Boost' sessions in numeracy after school for a targeted group of Y7 and Y8 PP students. £1,000</p>	<p><b><u>Y8</u></b> <b><u>9-5 matched</u></b> PP - 22.2 vs non PP 36.6% - gap 14.4%</p> <p><b><u>9-4 Matched</u></b></p>	<p>Attendance at both English and maths sessions was much poorer than anticipated. A main reason from parents was staying an hour after school in the winter months which impacted on attendance. It was decided that we would use one tutor time a week to target the 'Boost' students but this intervention was not often enough to demonstrate any significant impact. Therefore, we are looking at</p>	£1,000

		PP 48.1% vs non PP 59.8 - gap 11.7%	targeting smaller groups and carrying out intervention during tutor time and lunch time to see more of an impact.	
Improved outcomes for HA PP students	Appointment of Academic Pioneer. £1,000	Due to staffing, an Academic Pioneer was not appointed until midway through the last academic year.	In conjunction with the newly appointed Academic Excellence Leader, the Academic Pioneer will devise and implement a range of extra-curricular activities to complement the Scholars Programme at KS3.	£1,000
Improved outcomes for HA PP students.	Funding for The Brilliant Club. £4,000	Due to staffing, The Brilliant Club did not run this year.	The appointment of a new Academic Excellence leader midway through the year, after the departure of the HAGT co-ordinator, has ensured that a new Scholars Programme has been planned for higher ability students at KS3 and is ready for implementation supported by the new academic Pioneer.	£4,000
Improved outcomes for EAL students.	EMAS- to support ethnic minority students, many of whom are disadvantaged. £15,000	In the 2018/19 cohort the GCSE results for 9-5 matching were: EAL PP 52.2% vs non EAL PP 31.% and: EAL PP 65.2% vs non EAL PP 51.1% showing that EAL PP students outperformed non EAL PP students at both 9-5 and 9-4 match.	Students, this year  9-5 matching 5.9% 9-5 eng - 41.2% and 9-5 maths 17.6%  41.2% and 9-4 Eng 64.7% and maths 58.8%	£15,000

### 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)	Cost		
Increasing opportunities for PP students to revise. Improved outcomes	Exam board revision guides purchased in core subjects. £3,500		The EEF Pupil Premium Guide encourages a tiered approach to Pupil Premium spending where targeted academic support is considered the next stage after teaching and learning. The purchase of revision guides has helped to support this and has given the PP students the opportunity to access the same exam board revision guides through the PP budget. This will continue next year.	£3,500		
					PP	Non PP
		9-7 Match			7%	5.7%
		9-7 English			15.7%	9.1%
		9-7 Maths			14.3%	15.9%
					PP	Non PP
		9-5 Match			35.7%	27.3%
		9-5 English			48.6%	52.3%
		9-5 Maths			42.9%	37.5%
					PP	Non PP
		9-4 Match			55.7%	56.8%
		9-4 English			67%	73.9%
		9-4 Maths			62%	61.4%

		<p><b>Basket 1</b></p> <p>English P8 PP = -0.144 vs non PP = -0.109 (very small gap)</p> <p>Maths P8 PP = -0.202 vs non PP = -0.186 (very small gap)</p>		
Increasing opportunities for PP students to revise. Improved outcomes	Study evenings for Y11 throughout the year in all subjects and Exam Boost sessions in the run up to GCSE examinations. Refreshments and revision materials will be provided. £5,000	Attendance at Y11 study Evenings did not fall below 97% at any point. PP student attendance was tracked and any PP student who did not attend a study evening would receive a phone call home.	Study evenings will continue this year but will allow subject leads to take a more targeted approach so the focus is not just the highest % of students attending but the correct targeted students attending.	£5,000
Improved attendance for PP students	The funding supports a an additional attendance officer and support from the LA. £25,000	Pupil premium attendance was 94.1% at Easter 2019 (0.3% decrease from 2017-18) and 93.3% at the end of the academic year 2019 (0.7% increase from 2017-18). Persistent absenteeism for pupil premium was 13.3% at Easter 2019 which is 1.1% improvement from last year yet by the end of the year it had risen to 16.8%. The attendance of non-pupil premium students at Easter 2019 was 96.5 (a gap of 2.4%) and 95.9% at the end of the year (wider gap of 2.6%). PA at Easter for non-pupil premium students was 7.1% (gap of 6.2%) and by the end of the year 7.5% (wider gap of 9.3%).	The attendance team will continue to carry out home visits in order to close the gap between PP and non PP attendance figures and to reduce the PP PA %. PP attendance will be tracked weekly and reported on at SLT. Tutors will address individual attendance issues with tutor groups each week. For students who regularly have time off, one to one interviews will be set up with the Head of Year on their return.	£25,000
Improvement in ATL data for PP students.	An additional Year Manager has been employed. £19,000	The number of PP students receiving an IE increased from 58 to 83 last academic year but there has been an overall 21% increase in all students from 2017-18. The number of PP students receiving a C3 detention has remained similar to last year.	The Year Managers continue to play an integral role in reducing the incidences of behaviour consequences for all students but, in particular, reducing the number of behaviour incidents of PP students by close monitoring of standard score data and appropriate intervention in conjunction with Head of Year.	£19,000
Improved transition and raising self-esteem	The Co-operative Young Leaders programme and transition programme will continue. £20,000	To strengthen transition with feeder schools and the academy and to build independence, confidence and responsibility among academy students.	Regular programme of CYL transition events is created and co-ordinated by Transition Lead and has been implanted successfully in the past.	£20,000

Increasing opportunity.	Alternate curricula to support students who can no longer progress in mainstream education funded through alternative providers such as REACH and MERIT (£45,000) and a new Alternative Provision Unit on site. . £30,000 = £85,000	There were 8 PP students in the Y11 leavers who were on alternative provision. Their English and maths results were as follows:  Student 1 - grade 2 English and grade 3 maths Student 2 - grade 8 Eng and grade 6 maths Student 3 -grade 3 Eng and grade 3 maths Student 4- grade 1 Eng and grade 1 maths Student 5 - grade 3 Eng and grade 4 maths Student 6 - grade 2 Eng and grade 1 maths Student 7 - grade 3 Eng and grade 2 maths Student 8 - did not attend the alternative provision or the GCSEs.	Alternative Provision will continue to be offered to students who can no longer progress successfully in mainstream education but wherever possible, our own unit of The Loft will be used so that we can ensure the delivery of quality teaching and learning.	£85,000
Increasing opportunity.	Life Skills curriculum for Y10 & Y11 students. £15,000	Students developed their independent living skills and set up their own business to improve their financial and social skills. They also delivered presentations to Senior Members of staff to develop confidence.	The Life skills course will continue to be part of the curriculum for targeted students.	£15,000
Successful re-integration into whole school learning.	The Bridge will be funded with two full time members of staff plus necessary resources. £50,000	There were 4 waves of students who accessed the Bridge support. Cohort 1 - 9 PP students Cohort 2 - 8 PP students Cohort 3 - 4 PP students Cohort 4 - 4 PP students The Bridge offers emotional support to students and each cohort had a number of individual successful outcomes (see separate Bridge analysis.)	The Bridge will continue to be funded with two full time members of staff.	£50,000
Increasing opportunities for PP/SEN students to access intervention	Funding will be used to provide breakfast in the canteen for all students aswell as an SEND morning club and the LRC Early Birds Club. £3,500	The Early Birds Club is well attended with on average 50 students accessing Breakfast Club each morning, which increases significantly, in the winter months.	Attendance to Breakfast Club is positive. PP students should be directed to the LRC/SEN and City Years once they have received breakfast. Duty staff to be made aware and direct, as appropriate	£3,500
Increased opportunities for extra-curricular activities	Funding will be used for The Edge, a programme of Enrichment for KS3 and	All students in Y7 & Y8 have participated in The Edge every Wednesday. These sessions provide disadvantaged students with the opportunity to participate in activities such as Duke of Edinburgh and	Funding will continue for The Edge programme.	£5,000

	subject specific interventions for KS4. £5,000	horse riding. Disadvantaged students in KS4 benefit from targeted interventions in core and option subjects.		
Raising self-esteem.	Continuation of Character Education. £5,000	All KS3 students have participated in Character Education every Wednesday. These sessions are planned to build confidence and self-esteem.	PSHE and Character will now become part of the curriculum for Y7-10 with dedicated lessons. During tutor time, LORRIC resources from PiXI will be used with a focus on Leadership, Organisation, Resilience, Revision, Initiative and Communication	£5,000
Increasing opportunity.	Disadvantaged students will be subsidised on educational visits. £5,000	Heads of Year planned residential trips for their year group but there was a poor uptake from PP students.  Y7 - 15 PP students attended out of total 37 - 40% Y8 - 8 PP students out of total 24 attended - 33% Y9- 13 PP students out of total 36 attended - 36% Y10 - 7 PP students out of total 20 attended - 35%	Heads of Year are organising another end of year trip for their year group where PP students will be subsidised. Percentage of PP students to all trips to be tracked by HoY. The Duke of Edinburgh has also been introduced as an extra-curricular programme throughout the year.	£5,000
Raising aspirations	Y10 students will visit FE and HE institutions in S-O-T to broaden their horizons during College Experience Week. £3,000	There was 100% attendance of PP students in Y10 to the College Experience Week. Students were given taster sessions at different colleges of a range of post 16 courses.	College experience will continue this year.	£3,000
Increasing opportunity.	Appointment of 5 City Year volunteers. £45,000	There were many staff changes and the programme did not run as anticipated and it is therefore difficult to measure impact.	Engage have now been employed to run lunchtime and after school clubs. They provide a wider range of activities to appeal to students.	£45,000

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.





