

Madeley Academy



Pupil Premium Strategy Report & Expenditure Review 2018-19

Autumn 2018

2018 – 19 Pupil Premium Provision Strategy & Expenditure review

Pupil Premium funding is provided to support children from low income families who are currently known to be eligible for Free School Meals (FSM) or who have been in the last six years (Ever 6). Children who have been looked after continuously for more than six months (LAC) and children whose parents are in the Services are also eligible.

Our aim is to use the funding to narrow the gap between our Pupil Premium students and non-Pupil Premium students nationally. We want to ensure that these students have every opportunity to reach their full potential by securing good progress, achieving success in external examinations and embarking on a positive career path.

The funding contributes to a wide range of resources designed to maximise student potential in every possible way, including extra teachers in core subjects, a strong inclusion team (mediation and emotional support), SEND specialists and opportunities for extended school activities

Madeley Academy Principles

All members of staff and the Governors accept responsibility for ‘socially disadvantaged’ students and are committed to meeting their pastoral, social and academic needs within a caring environment. As with all students in our care, a student who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to their full potential, irrespective of need.

Background

The Pupil Premium funding targets extra funding for students from deprived backgrounds. National statistics and research shows that the educational performance of students from disadvantaged backgrounds is much lower than their peers. The premium is provided to support these students to reach their potential. The DfE uses students entitled to Free School Meals (FSM), children of service personnel and Looked After Children as an indicator for deprivation and have deployed a fixed amount of money to schools per student. Madeley Academy uses the Pupil Premium indicator to target students to diminish the difference in attainment and progress.

The Government does not dictate to schools how to spend this money, however they are clear that schools need to employ strategies that they know will support these students to increase their attainment and progress.

Update Report Autumn 2018

In this academic year we have 448 students on the Academy’s Pupil Premium register in Years 7-11 (48% of the cohort). The National Average is 29%.

Provision

To meet the above requirements, the Governing Board of Madeley Academy will ensure that provision is made, which secures the teaching and learning opportunities that meet the needs of all students. As part of the additional provision made for students who belong to the vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged students are adequately addressed.

Pupil Premium Rates 2017/18

Disadvantaged pupils	
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900

Summary Information (Years 7 -11)								
Academic Year	2016/17	2017/18	2018/19	Total PP budget	2016/17	£391,298	Date of most recent review	Oct 2018
Total number of student (7 - 11)	895	891	937		2017/18	£388,492	Date for next internal review	
Number of students eligible for PP (7-11)	435 (49%)	462 (52%)	448 (48%)		2018/19	£388,025		

Numbers based upon FSM Ever6 January Census Returns.

Area of use for Pupil Premium Funding	2017/18 Expenditure	Impact	2018/19 Proposed Expenditure																				
Year 6 Transition	£10,000	<p>Pupil Premium students were supported through the transition process to ensure that progress was maintained at the start of Year 7. Key Staff were allocated to student transition and primary school visits. Evaluation of the strategy has involved the increase in Attainment Sub Levels by the end of the Summer term from Baseline for PP Students. The progress of the Year 7 Cohort (Current Year 8) over the previous year is shown below (Traditional Methodology for Year 7 Intake 2017-18).</p> <table border="1" data-bbox="889 456 1668 531"> <thead> <tr> <th data-bbox="889 456 1279 491">Maths</th> <th data-bbox="1279 456 1668 491">English</th> </tr> </thead> <tbody> <tr> <td data-bbox="889 491 1279 531">2.18</td> <td data-bbox="1279 491 1668 531">2.60</td> </tr> </tbody> </table> <p>The increase is above required target progress and shows that PP students settled into the Academy well.</p>	Maths	English	2.18	2.60	£10,000																
Maths	English																						
2.18	2.60																						
Curriculum Support	£120,000	<p>Funding for this area is targeted by the use of support staff in lessons to improve the progress of the students. Support staff have been allocated to core subjects on a permanent basis to provide expertise in these subjects. The impact of these strategies has been evaluated using several methods.</p> <p>The first analysis has use the increase in literacy and numeracy ages in Years 7 and 8 and is shown below.</p> <table border="1" data-bbox="595 778 1827 1042"> <thead> <tr> <th data-bbox="595 778 831 995">Year 8 (April 2018)</th> <th data-bbox="831 778 943 995">Chronological Age</th> <th data-bbox="943 778 1050 995">Numeracy Age: September 2016</th> <th data-bbox="1050 778 1158 995">Reading Age: September 2016</th> <th data-bbox="1158 778 1265 995">Chronological Age</th> <th data-bbox="1265 778 1373 995">Numeracy Age: September 2017</th> <th data-bbox="1373 778 1480 995">Reading Age: September 2017</th> <th data-bbox="1480 778 1588 995">Chronological Age</th> <th data-bbox="1588 778 1695 995">Numeracy Age: September 2018</th> <th data-bbox="1695 778 1827 995">Reading Age: September 2018</th> </tr> </thead> <tbody> <tr> <td data-bbox="595 995 831 1042">Average (Years)</td> <td data-bbox="831 995 943 1042">11.5</td> <td data-bbox="943 995 1050 1042">10.8</td> <td data-bbox="1050 995 1158 1042">11.6</td> <td data-bbox="1158 995 1265 1042">12.0</td> <td data-bbox="1265 995 1373 1042">11.8</td> <td data-bbox="1373 995 1480 1042">12.3</td> <td data-bbox="1480 995 1588 1042">13.0</td> <td data-bbox="1588 995 1695 1042">12.3</td> <td data-bbox="1695 995 1827 1042">12.7</td> </tr> </tbody> </table> <p>The analysis of the reading and numeracy ages from the start of Year 7 to the start of Year 8 has shown that for Pupil Premium Students the numeracy age has increased by 1.5 years and the reading ages have increased by 1.1 years. Both measures show that this group has improved beyond the expected chronological increase. The group has closed the GAP to their chronological age.</p> <p>Further evaluation has included the use of progress data in core subjects in years 8 to 10 (which were 7 to 9 over the previous academic year). The progress is based upon targets set by using Progress 8 values from the student KS2 start points.</p>	Year 8 (April 2018)	Chronological Age	Numeracy Age: September 2016	Reading Age: September 2016	Chronological Age	Numeracy Age: September 2017	Reading Age: September 2017	Chronological Age	Numeracy Age: September 2018	Reading Age: September 2018	Average (Years)	11.5	10.8	11.6	12.0	11.8	12.3	13.0	12.3	12.7	£120,000
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		<p>Progress 8: Initial analysis of the 2018 outcomes show progress for disadvantaged students at -0.24, compared with the non-disadvantaged students of +0.13. The internal GAP has increased from 0.10 to 0.37.</p>																																																																																											
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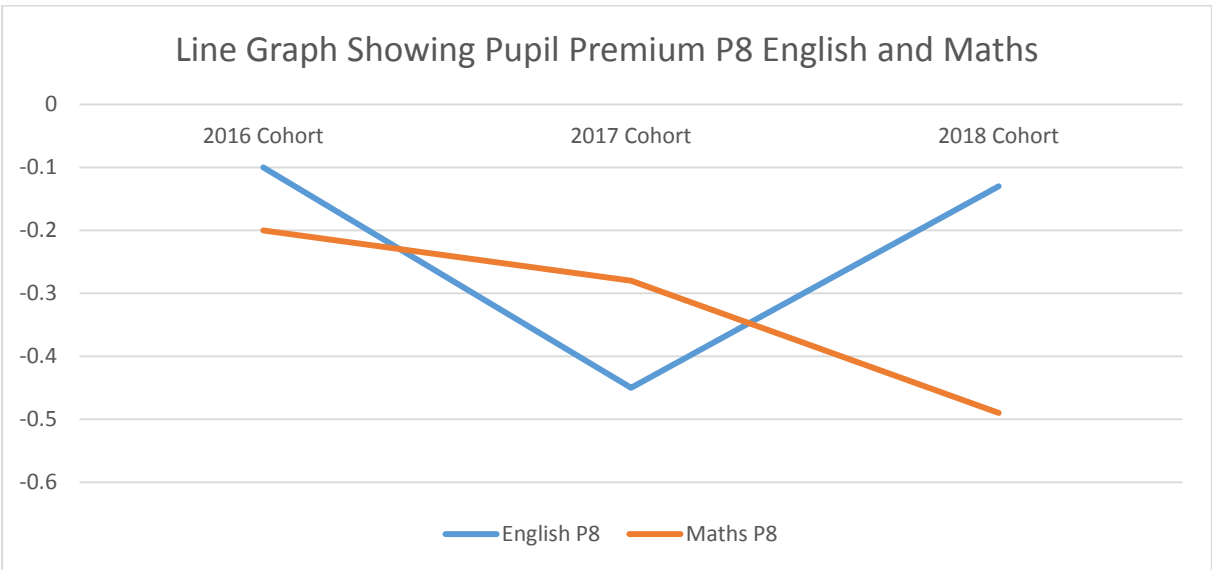
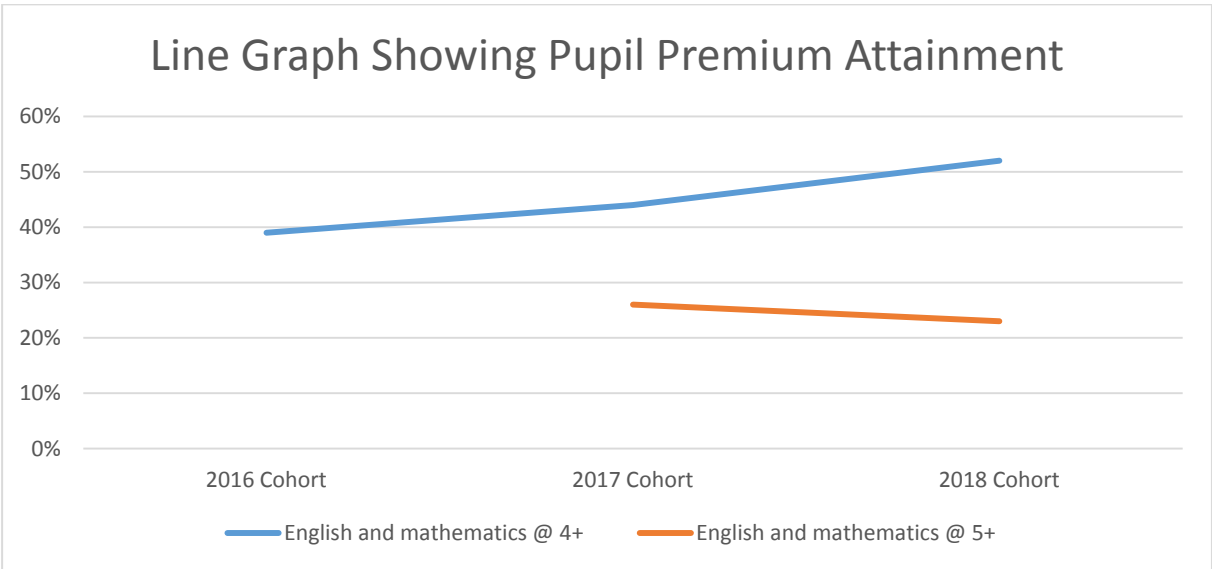
Area of use for Pupil Premium Funding	2017/18 Expenditure	Impact					2018/19 Proposed Expenditure																																		
		<p>Attainment</p> <p>The attainment for the disadvantaged students improved in 2018 and the GAP was reduced to 13 points. Targets for 2019 show an improvement in attainment for both groups, although the GAP is showing an increase, albeit with an increase in the prior attainment on intake.</p> <p>The Prior Attainment of the cohorts:</p> <table border="1" data-bbox="595 435 1789 651"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">APS on Entry</th> <th colspan="3">Basics - Eng & Maths Attainment @4+</th> </tr> <tr> <th>2017</th> <th>2018</th> <th>Nat Non PP 17</th> <th>2017</th> <th>Nat Non PP</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>27.5</td> <td>27.1</td> <td></td> <td>48</td> <td></td> <td>53</td> </tr> <tr> <td>Non PP</td> <td>29.2</td> <td>28.1</td> <td>69</td> <td>74</td> <td>73</td> <td>65</td> </tr> <tr> <td>GAP</td> <td>1.7</td> <td>1.0</td> <td></td> <td>26</td> <td></td> <td>13</td> </tr> </tbody> </table> <p>SEND students eligible for Pupil Premium performed well in their GCSEs. Students received support for dyslexia enabling them to access exam scripts and course content. All SEND/PP students were monitored closely and were tested in terms of ability and aptitude. For KS4 students, this included screening for Access Arrangements allowing additional time for exams. This facilitated the referral of some students to CAMHS enabling us to further support them. Small groups or to work 1:1 for intervention ranging from reading, writing, spelling, emotional support, social skills, anger management, to targeted individual GCSE support added value as evidenced GCSE success.</p> <p>Breakfast club has been well attended with students starting school earlier, thus reducing the incidents of late marks for attendance. Students' uniform issues have improved and this has further supported the resilience and esteem of the targeted students.</p> <p>Certification and training was also undertaken for access arrangements to be undertaken within the Academy.</p> <p>In class support was directed initially to higher numbers of SEND/PP in the class. This was aimed at the core subjects of English, Maths and Science.</p> <p>Evaluation of the impact of this funding has been assessed through the improvements in attendance rates for PP students (see later) alongside the progress and assessment data previously discussed.</p>						APS on Entry			Basics - Eng & Maths Attainment @4+			2017	2018	Nat Non PP 17	2017	Nat Non PP	2018	PP	27.5	27.1		48		53	Non PP	29.2	28.1	69	74	73	65	GAP	1.7	1.0		26		13	
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Area of use for Pupil Premium Funding	2017/18 Expenditure	Impact	2018/19 Proposed Expenditure																													
Student Support	£110,500	<p>Daily monitoring of Whole School Attendance, home visits, Letters sent to parents, meetings held with parents in the Academy including either the tutor, Head of Year or Attendance Support Officer, Regular contact/meetings with outside Agencies, Fixed Penalty Notice warnings. ISLC costs are also included in this element.</p> <p>Attendance for PP remains better than National Average for the similar grouping. The attendance of students eligible for Pupil Premium has also improved to 6.0% up to the end of the 2016/17 academic year. From the January census reported in the RAISE report for the previous academic year, where 6.4% of PP students were absent. A slight rise to 7.1% for 2017/18 was better than the National Average.</p> <table border="1" data-bbox="595 507 1456 770"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">% Sessions Missed</th> <th colspan="2">% Absent 10% Sessions</th> </tr> <tr> <th>School</th> <th>National</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>5.4%</td> <td>5.4%</td> <td>12.1%</td> <td>13.5%</td> </tr> <tr> <td colspan="5">FSM6</td> </tr> <tr> <td>FSM</td> <td>7.1%</td> <td>7.8%</td> <td>19.9%</td> <td>21.6%</td> </tr> <tr> <td>Non FSM</td> <td>4.6%</td> <td>4.4%</td> <td>8.0%</td> <td>8.3%</td> </tr> </tbody> </table> <p>Exclusions remain low for this target group with 0.74% of PP students having a fixed period exclusion up to December 2016, with the National Average of 18.77%</p> <p>There were no permanent exclusions of PP students during the 2015-16 Academic Year. In 2017-18 two PP students were permanently excluded from the Academy.</p> <p>Individual contributions to trips/Music lessons/revision resources are included in this element.</p>		% Sessions Missed		% Absent 10% Sessions		School	National	School	National	All	5.4%	5.4%	12.1%	13.5%	FSM6					FSM	7.1%	7.8%	19.9%	21.6%	Non FSM	4.6%	4.4%	8.0%	8.3%	£120,000
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Careers	£37,000	<p>The feedback on destinations for the 2016 cohort shows that PP students are above National Average for continuing with their education. This will be monitored to ensure that this is sustained. National is compared against National Same Grouping (National other).</p> <table border="1" data-bbox="595 1141 1921 1297"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Num</th> <th colspan="2">Overall percentage going to education or employment/training destination</th> <th colspan="2">Education</th> <th colspan="2">Employment and/or training</th> </tr> <tr> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>All Disadvantaged</td> <td>64</td> <td>83</td> <td>87 (96)</td> <td>75</td> <td>83 (93)</td> <td>8</td> <td>3</td> </tr> </tbody> </table> <p>83% destination rate against a backdrop of 48% at high risk of NEET.</p>		Num	Overall percentage going to education or employment/training destination		Education		Employment and/or training		Sch	Nat	Sch	Nat	Sch	Nat	All Disadvantaged	64	83	87 (96)	75	83 (93)	8	3	£38,000							
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All Disadvantaged	64	83	87 (96)	75	83 (93)	8	3																									

Area of use for Pupil Premium Funding	2017/18 Expenditure	Impact	2018/19 Proposed Expenditure
Core Subject Support/Raising Standards	£100,000	Increasing staffing ratios in core subjects to support student progress is the main element of this area. The evaluation of the impact of this has been assessed using the progress made by the PP groups (as shown previously) and by the outcomes from the Summer examination series (as evaluated above).	£110,000
Behaviour	£36,000	The use of the Student Support Officers has reduced the incidents of disruption during lesson changeovers. There has been a reduction in the number of uniform concerns from teaching staff as they are now anticipated and addressed by the Student Support Officers during breaks and lesson changeovers. Staff are now able to focus on teaching reducing conflict.	£37,000
Teaching & Learning	£10,000	PP students were well represented in year 11 for twilight workshops and holiday provision. Although we recognise that gaps compared to National Averages are too large in Ebacc Basket subjects, they are closing and extra support and provision is benefitting these subject areas. Additional spending to support PP progress has benefited students and enabled them to access the curriculum.	£10,000
	£423,500		£445,000

Outcomes for PP students:

Measure	2016	2017	2018
Attainment 8	46.8 (Best Entry)	42.44	45.43
P8	-0.20	-0.11	-0.24
English and mathematics @4+	52%	48%	53
English and mathematics @5+		26%	23%
English P8	-0.1	-0.45	-0.13
Maths P8	-0.2	-0.28	-0.49



Gap Measures

Progress 8 2018

	All	Dis
Cohort	158	64
Score	-0.01	-0.24
GAP	-0.23	

2018 PP Progress 8

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	20	10	72	31	66	21
Score	-0.20	-0.65	0.32	0.07	-0.28	-0.49
National	0.00		0.00		0.00	

2018 PP Attainment 8

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	20	10	72	31	66	21
School	24.63	20.50	42.31	38.97	54.91	51.31
National	28.39		48.86		64.17	
Difference	-3.77	20.50	-6.55	38.97	-9.26	51.31
Diff (grades)	-0.4		-0.7		-0.9	

English Element P8 2017

	All	Dis
Cohort	158	64
Score	0.07	-0.13

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	20	10	72	31	66	21
Score	-0.14	-0.58	0.52	0.14	-0.37	-0.31
National	0		0		0	
Difference	-0.14		0.52		-0.37	

English Element A8 2018

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	20	10	72	31	66	21
School	6.00	5.20	9.75	8.84	11.33	11.14
National	5.14		8.98		12.53	
Difference	0.86	5.20	0.77	8.84	-1.20	11.14
Diff (grades)	0.1		0.1		-0.1	

Maths Element P8 2018

	All	Dis
Cohort	158	64
Score	-0.12	-0.49

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	20	10	72	31	66	21
Score	-0.45	-0.79	0.03	-0.25	-0.19	-0.69
National	0		0		0	
Difference	-0.45		0.03		-0.19	

Maths Element A8 2018

	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	20	10	72	31	66	21
School	3.60	3.00	7.39	6.65	11.24	9.81
National	3.62		7.65		12.15	
Difference	-0.02	3.00	-0.26	6.65	-0.91	9.81
Diff (grades)	0		0		-0.1	

A summary of the main barriers to educational achievement faced by eligible students at the Academy

- Lower attainment on average in reading, writing and SPAG in KS2 results
- Lower attainment on average in maths in KS2 results

Cohort	Group	KS2 Fine Average Point Score
2018	PP	27.14
	Non PP	28.96
2019 (Yr 11)	PP	27.18
	Non PP	28.98
2020 (Yr 10)	PP	28.21
	Non PP	28.80
2021 (Yr 9)	PP	99.6 (Scaled Score)
	Non PP	101.2 (Scaled Score)
2022 (Yr 8)	PP	101 (Scaled Score)
	Non PP	103.2 (Scaled Score)
2023 (Yr 7)	PP	104.80 (Scaled Score)
	Non PP	106.4 (Scaled Score)

- A higher proportion of PP students have additional SEND need
 - 34% of PP students have additional SEND need compared to 22% of Non PP students
- The majority of the SEND students who have a major need stated as SEMH, are also PP students. The Academy has 74% of SEMH students in this category 58 out of the 78 SEMH students)
- Lower reading standardised reading scores on average on entry
 - Year 8 PP students had a reading age of 10.80 compared to 11.20 for Non PP
- Lower CAT scores on average on entry
 - PP Students in Year 8 100.2, Non PP students in Year 8 103.3
- Attendance of PP students is lower than for non PP students, and the gap historically widens as students progress through the Academy
 - PP Students 7.1% Sessions Missed (National 7.2%) compared to 4.6% National Non PP

Strategy Overview

Each aspect of the strategy has a pupil level action plan that focusses on individual achievement and target setting. It is the Deputy Head Teacher's responsibility to ensure that progress in all the priority areas are tracked and have the desired impact. The KS4 targets for this year are as follows:

Targets for 2018/19

Criteria	PP	Non PP	Gap
Attainment 8	42.60	45.70	3.1
Combined English and maths (Level 5+)	53%	74%	21%
Progress 8	-0.09	0.19	0.18
Progress 8 English Element	-0.21	0.23	0.44
Progress 8 Maths Element	-0.27	0.17	0.44

Priority Area	SLT Manager	Key Objectives	Key Actions	Monitoring and Evaluation
Transition	DDR	Ensure that PP student integrate quickly into the Academy and make expected progress during their first term.	<ul style="list-style-type: none"> Year 6 transition sessions during Summer term for those on Catch Up premium (on level 3 or below in Maths or English) Staffing for weekly transition sessions for catch up students from feeder schools 	<p>DJM to monitor student integration through Primary School Visits and transition days</p> <p>Monitor progress through first term and identify at risk students</p>
Curriculum Support	JEF/IEM	<p>Ensure the progress of all target students is tracked and that all relevant leaders are held accountable for the progress of these students</p> <p>Pupil Premium students make expected levels of progress in English, Maths and Science at all key stages and return a positive P8 residual</p> <p>Improve self-esteem and resilience of PP students</p>	<ul style="list-style-type: none"> Extra staffing in Maths to reduce teaching group size. This includes two HLTAs STAR group residential visit to Arthog outdoor pursuits Extra staffing in English to reduce teaching group size. This includes two HLTAs Extra HLTA in Science to support PP students Additional staffing to target groups and individual students in GCSE English and Maths booster sessions Revision sessions for Maths GCSE/Maths and English revision sessions off site prior to external exams Saturday revision sessions for Year 11 prior to examinations Costs for staffing and Sixth Form Maths Mentors from Thomas Telford School Funding for educational trips and trips abroad eg French, PE, Maths, English and Geography Further funding for whole school literacy and numeracy development in KS4 	<p>KS4 outcomes; data from KS3 interventions charts impact</p> <p>Progress Points Data and analysis</p> <p>Mock results and predictions</p> <p>Intervention Plans</p>

Priority Area	SLT Manager	Key Objectives	Key Actions	Monitoring and Evaluation
Special Educational Needs/Literacy and Numeracy	KMB/AEF/DDR	<p>Support access to the curriculum especially in core subjects</p> <p>Improve self-esteem and resilience of PP students</p> <p>Student outcomes</p>	<ul style="list-style-type: none"> • Extra staffing in Maths to reduce teaching group size. This includes two HLTAs • STAR group residential visit to Arthog outdoor pursuits • Extra staffing in English to reduce teaching group size. This includes two HLTAs • Extra HLTA in Science to support PP students. Additional staffing to target groups and individual students in GCSE English and Maths booster sessions • Revision sessions for Maths GCSE/Maths and English revision sessions off site prior to external exams • Saturday revision sessions for Year 11 prior to examinations • Costs for staffing and Sixth Form Maths Mentors from Thomas Telford School • Funding for educational trips and trips abroad e.g. French, PE, Maths, English and Geography • Further funding for whole school literacy and numeracy development in KS4 	<p>KS4 outcomes; data from KS3 interventions charts impact</p> <p>Progress Points Data and analysis</p> <p>Mock results and predictions</p> <p>Intervention Plans</p> <p>Attendance registers for extra core subject support sessions</p>
Student Support	DDR	<p>Improve self-esteem and resilience of PP students.</p> <p>Support access to the curriculum especially in core subjects.</p> <p>Attendance improved and lateness reduced.</p> <p>Monitor absences.</p>	<ul style="list-style-type: none"> • Subsidy for Activities and Rewards Days to provide an extensive range of interesting and challenging options to develop self-esteem, confidence and relationships • Subsidy for Academy uniform, footwear and sports kit • Provision of set texts and revision materials for Years 10 and 11 PP students • To employ an Attendance Manager to reduce absence for those more vulnerable • To employ a Pastoral Support Manager on site to work alongside SENCo • Alternative provision to engage disaffected students: Behaviour Consultant, LSAT and Telford Drive Project • Educational trips for motivation: GCSE Geography Field Course, Places of Worship, London, Centre Parcs, Paris trip (Literacy Support Group) Disneyland (Maths / Numeracy Support Group) 	<p>Monitoring of behaviour records and audits</p> <p>Access to counsellor records</p> <p>Breakfast club monitoring</p> <p>Attendance records</p>

Priority Area	SLT Manager	Key Objectives	Key Actions	Monitoring and Evaluation
			<ul style="list-style-type: none"> • Duke of Edinburgh's Bronze/Silver award to develop self-esteem and aspiration • Equipment provision for STAR groups in Years 7-8 for those on catch up • Extra staffing in Nurture to provide art and music therapy, cookery and personal hygiene, and further literacy and numeracy workshops • Staffing and funding for breakfast club for PP and vulnerable students 	
Careers	JEF	<p>PP student prioritised in accessing careers. Students to have individual meetings and support package</p> <p>Options for future plans, discussed and implemented for PP students</p>	<ul style="list-style-type: none"> • Subsidy towards careers consultancy to manage careers guidance programme and work experience • Accredited Life Skills courses in Key Stage 4 to develop the interpersonal skills required for employment • Work Skills course to prepare Year 11 students for the world of work • Nova Training (motor vehicle training) for transport for PP students 	<p>Destinations monitoring with careers team. Support students identified as at risk of being NEET</p> <p>Every student to have a plan and destination in place</p>
Core Subject Support/Raising Standards	KMB/AEF/DDR	Reduction in the GAP for PP students' Progress Attainment	<ul style="list-style-type: none"> • To employ extra 4 Teaching Assistants in core subject areas: Mathematics, English, Science • In Technology to raise standards and outcomes at GCSE 	<p>KS4 outcomes; data from KS3 interventions charts impact</p> <p>Progress Points Data and analysis</p> <p>Mock results and predictions</p> <p>Intervention Plans</p> <p>Attendance registers for extra core subject support sessions</p>
Whole Academy Behavioural Support	DJM	<p>Improve self-esteem and resilience of PP students.</p> <p>Remove loss of teaching time due to minor behavioural issues.</p>	<ul style="list-style-type: none"> • To employ two Student Support officers to help ensure consistency in behaviour around the Academy and give additional support to the more vulnerable • Extra funding for lunchtime and break time support for PP students requiring supervision 	Monitor the number of concerns for issues between lessons and through breaks

Priority Area	SLT Manager	Key Objectives	Key Actions	Monitoring and Evaluation
Teaching and Learning Support	DDR	Improve access to the curriculum. Access arrangements for external examinations in place	<ul style="list-style-type: none"> To buy in the services of LSAT to support and advise SEND teams in raising standards in teaching and learning Funding of HLTA training for 3 TAs so that they can teach small groups of targeted PP students TAC training for team leaders to run TAC meetings for PP students in their teams 	<p>All students requiring access arrangements have been identified and applications arranged.</p> <p>Supporting evidence made available for JCQ inspections</p> <p>Monitoring of team interventions and student outcomes</p> <p>Attainment and progress measures</p>

Reporting and monitoring of strategy:

- Reports on progress in each key area of the strategy collated by SLT with overall responsibility
- Reports fed back to rest of SLT and Governors
- Progress of PP students as a regular item in SLT meetings