

# Pupil premium strategy statement – Biddick Academy

## WHOLE SCHOOL PRIORITY 3 – IMPROVE THE PROVISION AND OUTCOMES FOR PUPIL PREMIUM STUDENTS

1. Summary information					
School	Biddick Academy				
Academic Year	2017/18	Total PP budget:	£306275	Date of most recent PP Review	March 2017
Total number of pupils	1076	Number of pupils eligible for PP	368 (34.2%)	Date for next internal review of this strategy	March 2018

2. Current data– 2016/17 results		
	Pupils eligible for PP (non-PP)	National average – pupils eligible for pp (non PP)
Basics (EM) Grade 5 or above	13% (35%)	16% (49%)
Progress 8 score average	-0.58 (+0.06)	- 0.36 (+0.11)
Attainment 8 score average	34.47 (49.5)	31.8 (49.5)
Attendance	93.1% (96.4%)	94.8%
English	-0.88 (-0.41)	0.0
Maths	-0.79 (-0.12)	0.0
EBacc	-0.70 (+0.10)	0.0
Open	-0.18 (+0.44)	0.0

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	An existing gap in knowledge and skills between disadvantaged and non-disadvantaged peers exists on entry to the academy, specifically evident with low and middle attaining students.
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<b>B.</b>	Literacy skills entering year 7 are lower for disadvantaged students than for non-disadvantaged students, preventing them from making good progress in year 7	
<b>C.</b>	Disadvantaged students have a lower chronological reading age than non-disadvantaged students across the academy	
<b>D.</b>	Aspirations of disadvantaged students are lower than non-disadvantaged students across the academy (PASS survey)	
<b>+</b>	To quickly and decisively respond to attainment gaps that become apparent through whole school assessment procedure	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance rates for disadvantaged students are lower than non-disadvantaged students (Jul 2017 - whole school PP 92.61%, all 95.16% non-PP 96.48%)	
<b>F.</b>	Parental engagement of disadvantaged students is lower than non-disadvantaged students	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	To accelerate and improve the progress made by all middle and low attaining disadvantaged students across each year group cohort and to accelerate and improve the progress made by disadvantaged students at KS4 in English, Maths and Humanities.	Disadvantaged students make an <b>accelerated</b> magnitude of progress as that of their non-disadvantaged peers in English, Maths, Humanities and the Open subjects through focussed and impactful intervention through enhancement identified through robust assessment systems. Upon completion of the KS3 intervention programme, a higher proportion of disadvantaged students will be on or above their target grades.
<b>B.</b>	To improve the literacy skills of year 7 disadvantaged students	Year 7 disadvantaged working a year behind age related expectations in literacy, These students are identified early through initial baseline testing along with year 6 data/information and short, sharp, high-impact interventions are put in place immediately to support these students.
<b>C.</b>	To improve reading ages of disadvantaged students, narrowing the gap between non-disadvantaged students across the academy at KS3	Disadvantaged students make accelerated progress in reading shown by an improved chronological reading age. Their reading habits and attitude to reading should be improved. Star assessment data demonstrates that <b>63.5%</b> disadvantaged students are reading within expected ranges for their age. This represents an increase of <b>5%</b> over the academic year.
<b>D.</b>	Aspirations of disadvantaged students are equivalent to those of their non-disadvantaged peers across the academy	Disadvantaged students are empowered with skills, knowledge and confidence to allow them to make informed and aspirational decisions about their own futures. Destination data shows that <b>1</b> of disadvantaged student did not enter further education, employment or training. Sustained data shows that <b>81%</b> stay in for a two year period.

<b>E.</b>	Increased attendance rates for disadvantaged students	Overall attendance among disadvantaged students improves from 92.61% to be in line with non-disadvantaged students (95%+).
<b>F.</b>	Parental engagement of disadvantaged students is equivalent to that of non-disadvantaged students	Parents attend events and engage in communication that supports the learning of their children and the work of the Academy. Data analysis shows that <b>58%</b> of disadvantaged parents attended Open evenings and organised events to support learning, an increase of <b>3%</b> from previous academic year.

5. Planned expenditure									
Academic year	2017/18								
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.									
<b>i. Quality of teaching for all – <u>Consultation using evidence from: NFER research, Teaching and Learning Toolkit and Ofsted’s report (2014) on pupil premium progress</u></b>							<b>Evaluation RAG</b>		
Desired outcome	Chosen action / approach	Evidence	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Aut	Spring	Sum	
To accelerate and improve the progress made by all middle and low attaining disadvantaged students across each year group cohort and to accelerate and improve the progress made by disadvantaged students at KS4 in English, Maths and Humanities.	Quality-first teaching for all	Robust, differentiated planning that meets the need of every individual learner	Half termly ‘Teaching and learning focus’ monitoring cycles with interim scrutiny from leaders of learning and SLT.	SY/SLT/LP/HOD	Half-termly analysis and review Each TALF will have calibration sessions with all involved.				
	Knowledge and awareness	Disadvantaged students highlighted on seating plan and class overview sheets in planning files, whole-school CPD, regular agenda item within departmental discussions.	TALF observations and book and planning file scrutiny, leaders of learning to facilitate regular departmental discussions	SY/SLT/LP/HOD	Half-termly analysis and review Monitor class overview sheets and TALF feedback				
	Sharing Successful Learning and Engagement Strategies and Meeting Individual Learning Needs	Upon entry in year 7, students will have individual profiles containing data and information from primary school and these will be added to and built upon over time	Completed by classroom teachers, HOY/AHOY’s and year 6 primary teachers where possible, information used on class overview sheets and in planning files and applied in lessons	JK/JH	Ongoing				
	External training/visits/support	Key staff to investigate best practice	Key staff feed back to SLT and whole staff	JK/JH/SY	Regular agenda at SLT and built into whole school CPD directory				

		locally/regionally and nationally. Examples such as pupil premium conference/school visits/networking meetings and audit of provision						
Deploying staff effectively	Extra member of teaching staff in English, Science and Maths to reduce class sizes and provide support where possible, 'best' teachers to work with classes with a high-proportion of disadvantaged students	'Additional member of staff in English/Maths/Science. Direction given by HOD as appropriate to targeted students/classes.	DL/GT/LG	Termly analysis and review				
Deploying the use of teaching assistants effectively	Teaching assistants to be directed through use of assessment data to work with students to support learning and develop basic skills in all areas where gaps in learning exist.	Staff have access to planning files and given direction by the class teacher to meet individual student need	AB/GJ/JK/JH	TALF review and individual student support meetings				
Knowledge and awareness	Disadvantaged students highlighted on seating plans/class overview sheets and planning files, disadvantaged student TALF, whole-school CPD, regular department discussions	TALF observations and book and planning file scrutiny, leaders of learning to facilitate regular departmental discussions		Half-termly analysis and review				

	Academic Mentoring	Underachieving year 10/11 students highlighted (both disadvantaged and non-disadvantaged) from autumn term assessment point and academically mentored up to final GCSE exams, regular meetings arranged with students and targets/action points agreed upon	SLT designated small team of staff to manage and monitor, parents invited in to school for introductory meeting to ensure support and awareness of programme	SLT	Half-termly analysis and review			
	Pathways to progress	Under performing students in English and Maths highlighted from assessment tracking schedule. Regular mentoring sessions to take place in year teams.	Pathways to Progress cohort monitored and reviewed half termly. Progress fed back to JK/SLT	HOY/JK	Half-termly analysis and review			
	Take Control (Ctrl)		Implemented by tutorial team and supported by tutors during enhancement time	Tutorial teams/ SD	Half-termly analysis and review			
Evaluation Autumn	<ul style="list-style-type: none"> <li>• Staff training delivered 3/9/17 =delivered by JK What a disadvantaged student looks like – whole school picture</li> <li>• Teacher planning files have overviews for every teaching class including PP information – work still to do on staff appreciation of what it means to be disadvantaged</li> <li>• TALF -whole school focus on planning for the individual student/differentiation. A developing understanding of potential barriers for disadvantaged students becoming more apparent. Monitoring shows that staff are refining their practice and directed differentiation is becoming more implicit within the planning process.</li> <li>• Feedback to individual staff after each TALF cycle ensures continuing development throughout the year.</li> <li>• A mechanism to deliver intervention sessions with targeted students is in place in the core subjects. Additional opportunities are available for other subjects. The impact of the autumn term is positive and a review is taking place early spring term.</li> <li>• Teaching assistant are more involved in the planning of the class teacher and have planning files giving them information on lessons and their role.</li> <li>• A mechanism to share good practice is in place through well planned whole school CPD opportunities and lead practitioners and enthusiastic staff having the opportunity to share e.g. Big Breakfast/speed dating and market place exercises.</li> <li>• EDS networking sessions are attended by key staff and key information is fed back to SLT to potentially shape ongoing work.</li> </ul>							

	<ul style="list-style-type: none"> <li>Academic and pastoral mentoring programmes are established and are well received by students. The consistency of delivery needs to be monitored to ensure the quality of the offer.</li> <li>A take control programme aimed at developing independent learning skills, expectations and self-esteem, driven by the heads of year, has been initiated. Ongoing monitoring and student feedback is essential to ensure key messages, opportunities for student sand the delivery is consistent.</li> </ul>
Evaluation Spring	
Evaluation Summer	

**ii. Targeted support – specific interventions and bespoke programmes to meet individual need**

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?	Aut	Spring	Sum
Improved rates of progress for disadvantaged students in Ebacc subjects (A)	Intervention strategies (after school, lunchtime, holiday, Saturday, small group/specific sessions and enhancement) Analysis of Sisra data to identify under-achievement	Small group interventions with highly qualified staff are known to be successful Support provided on an individual basis and in groups with students of similar needs raises	Engage with parents/carers Tracking attendance - ensure attendance of PP students at sessions Tracking of progress data through TPs  Specific role of GP to monitor effectiveness	AW/JK/JH/LOL's/Lead Practitioners/SY/HOY	Half-termly (weekly analysis of intervention attendance Y11 HoY and HoDs)			
Improved progress made by disadvantaged students at KS4 in English, Maths and Humanities (A)	Effective use of enhancement time for targeted intervention	Underachieving students highlighted from regular data assessment points and taken out of enhancement time with tutor group to receive extra subject-specific support	LOL's to identify appropriate students and designated relevant teaching staff strategically and appropriately	LOL's/GP	Termly analysis and review			

<p>Improved rates of progress disadvantaged students / (D)</p>	<p>Focus on raising aspirations and students' self-confidence through  Right Choice  University mentoring, Sutton Trust  Summer Schools, Pathways to Progress    Simon Clarkson - workshops</p>	<p>This work aims to embed an ethos of high attainment for all, specifically focussed on developing a Growth Mind set and building resilience.    The big picture – a whole school vision to build aspirations and a Growth Mind set through assemblies, local employers, educational visits, CIAG, links to future education and employment    Students from disadvantaged families are less likely to have parents have been to university.    Working with PP students who are less confident and with lower self-esteem to empower and upskill themselves to 'believe'</p>	<p>Pathways to progress implemented by HOY  Use of data tracking/PASS data and mentoring to highlight students for intervention  CIAG implemented effectively for all with bespoke visits planned for PP students to local employers</p>	<p>PC/JH/SD//PBHOY</p>	<p>Life project - half-termly 'Aspire projects' – half-termly thereafter</p>			
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<p>High levels of progress in reading for KS3 disadvantaged students (C)</p>	<p>One-to-one, short, sharp, intensive, focused, half termly small group reading programmes, (1:1 – 8:1) complemented by an integrated accelerated reading programme for all. Through enhancement and intervention sessions students access reading opportunities 5 times per week.</p>	<p>Independently evaluated programmes shown to be effective through:</p> <ul style="list-style-type: none"> <li>• Student voice – reading for pleasure</li> <li>• Reading ages</li> <li>• Regular opportunities to read</li> <li>• Star assessment information</li> <li>• Quizzing profiles and class overviews</li> </ul>	<p>Ensure sufficient training for key staff</p> <p>All students to receive regular feedback from quizzes and assessment points</p> <p>Interventions are reviewed – reading behaviours established and reading ages increasing at an accelerated rate. Tracking data from all programmes and internal assessments</p> <p>Parents can monitor progress with increased dialogue with their child and the school</p>	<p>KS/NW/JH</p>	<p>Half-termly data analysis and review</p>			
<p>Improved literacy skills of year 7 disadvantaged students (B)</p>	<p>Early identification and intervention through primary data analysis</p>	<p>Areas of underachievement identified through KS2 data, Question-Level Analysis and Accelerated Reader, short, sharp, impactful intervention implemented on a half-termly basis</p>	<p>Accelerated Reader data tracking as well as three annual whole-school assessment points</p>	<p>KS/NW/JH/AW</p>	<p>Half-termly analysis and review Ongoing discussion re setting using this information</p>			
<p>Improved progress made by middle and low attaining disadvantaged students across each year group cohort (A)</p>	<p>Pathways 2 Progress Pastoral Mentoring</p>	<p>Underachieving disadvantaged students in English and maths identified and targeted through three annual assessment points and subsequently provided with pastoral support and mentoring from AHQY's.</p>	<p>Active involvement and support of parents with letters and phone calls home, AHQY's to meet with mentees regularly during tutorial lesson time, rapid data-driven response, students mentored on a short, sharp, impactful rolling programme</p>	<p>SD/HE</p>	<p>Half-termly analysis and review</p>			

		Short, sharp intervention programme reviewed half-termly.							
Evaluation Autumn	<ul style="list-style-type: none"> <li>• Key information about individual students gained through transition. JK/JH spoke about each individual student on entry with KS2 staff, identifying barriers and learning styles. Information passed to form tutors/SENCO and is included where necessary on individual learning overviews.</li> <li>• Interventions are planned in all core subjects and monitored by GP. All set up differently they vary from 3 week bursts in maths and half termly rotations in English and Science. Their attendance is monitored and all parents are informed if their child is taking part.</li> <li>• Data shows that improvements have been made to the attainment of most students targeted (see spreadsheet tracking document)</li> <li>• Accelerated reading is in place for all and this informs KS of those requiring intervention. Intervention is proving effective. (see autumn term spreadsheet tracking document) Student feedback has been positive at KS3</li> </ul>								
Evaluation Spring									
Evaluation Summer									
<b>iii. Other approaches – whole school PP 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>	<b>Aut</b>	<b>Spring</b>	<b>Sum</b>	
Increased attendance rates of PP students, narrowing the gap to non PP students across the academy (E)	HOY to monitor attendance and use first response provision and subsequent policy  Rewarding and recognising attendance and	Addressing attendance is key step in improving progress and attainment	SD to monitor attendance of the academy through reviewing and implementing rigorous procedure by HOY/AHOY	SD/HOY/AHOY	Weekly updates reviewed Half-termly analysis and review				

	linking to future life outcomes							
Improved communication and engagement with parents of PP students (F)	Individual mentoring sessions/use of facebook and twitter/bespoke information evenings and parents forum/ New parent hub to be trailed and implemented if successful. Regular and systematic communication between school and parents regarding any academic interventions taking place and their impact on pupil progress	Engaging parents in the education of their children is a focus that is felt will benefit the attitude and learning culture of our students  Positive responses from parents feedback/evaluation eg. Parent view  Improved parental engagement will help support the intervention work undertaken at school	Engagement will be recorded from each of the events/sessions planned and through hits to social media profile  Attendance at events monitored and specific parents targeted.	GP/JK/KS/NW/HOY	Half termly reviews of numbers and sessions implemented			
Evaluation Autumn	<ul style="list-style-type: none"> <li>A continuing trend of improved PP attendance is showing that existing strategies are working. NR works with attendance officer and this is fed to other HOY's and form tutors regularly. Rewards, recognition, assemblies, aspirational focus, bespoke mentoring is having an impact. (need specific breakdown)</li> <li>Facebook, twitter, parent hub, website, postcards, reporting, letters, phonecalls and school brochures are increasing the amount of information passed to parents. Parents attendance at school events shows and increase in the number of disadvantaged visiting school. The wider pastoral team heavily influence this as the relationships they try to build are ongoing. Further development of aspirational work and parental workshops are planned.</li> </ul>							
Evaluation Spring								
Evaluation Summer								



