

Pupil premium strategy statement

1. Summary information					
School	John Madejski Academy				
Academic Year	2018 - 2019	Total PP budget	£248,527	Date of most recent PP Review	06/07/18
Total number of pupils	625	Number of pupils eligible for PP	325 (52%)	Date for next internal review of this strategy	11/2018

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2. Current attainment		
	Pupils eligible for PP (JMA)	All Pupils (JMA)
P8	-0.78 (65 pupils)	-0.59 (108)
A8	31.27	33.30
Basics 5-9	10	16
Basics 4-9	22	38
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Quality of Teaching, Learning and assessment	
B.	The number of students entering the Academy significantly below the National Average	
C.	Effective assessemnt of student progress and attainment	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance of PP students is lower than Non PP students and lower than National Average	
E.	Lack of parental engagement of PP students to key school events	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Quality First Teaching. The academy to have fully embedded teaching and learning framework, along with essential practice, into everyday classroom.	Teaching is consistently good or better across all subjects. There is no inadequate teaching in any subject area.

	To be monitored through Assessment Points, Learning Walk Cycle/Work Scrutiny and Department SEF meetings. (Termly.)	Pay progression to reflect targets.
B.	<p>Students to accelerate in their literacy and numeracy skills to full access the curriculum by receiving 1:1, or small group interventions to enhance their learning experience to the same levels as non PP students.</p> <p>To be measured by the end of interventions reports, tracking assessment points and Academy KPIS.</p>	Students make increased rates of progress by the end of academic year compared to the non PP students. GAP is reduced. Rapidly accelerate proportion of PP pupils achieving basics measure and positive P8 score
C.	<p>Robust assessment systems being used to inform planning and lesson delivery.</p> <p>To be monitored through Assessment Points, Learning Walk Cycle/Work Scrutiny and Department SEF meetings. (Termly.)</p>	Students are tracked and monitored as per the assessment cycle resulting in increased rates of progress for PP students. To accelerate the progress and attainment of pupils and secure attendance at national average
D.	<p>Increase in attendance figures of PP students in all year groups compared to non-PP students.</p> <p>To be measured by termly attendance tracking figures.</p>	PP attendance to be at least national average along with the reduction in number of persistent absentees to national average.
E.	<p>Increase in parental engagement figures of PP students in all year groups compared to non PP students.</p> <p>To be measured by termly attendance tracking figures.</p>	100% of PP parents/carers to attend key school events such as parents evening and Academic Review Days.

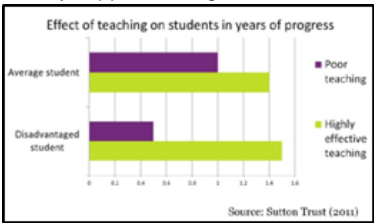
5. Planned expenditure

Academic year

2018/19

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 /How will you review implementation and impact?
<p>Increase in expected progress in English and Maths along with other subjects across all year groups</p>	<p>GL assessment – ensure PP students are making expected progress against national age related expectations</p> <p>Leverage Leadership Coaching – staff trained and rolled out through a coach and buddy model.</p> <p>CPD – planed weekly CPD programme and BTP</p> <p>Departmental reviews – T&L focus linked to outcomes.</p> <p>TA and teacher weekly joint planning</p> <p>Book reviews – PP student focus</p> <p>TA teacher planning</p>	<p>The school uses EFF and NFER evidence to best support disadvantaged pupils:</p> <ul style="list-style-type: none"> - Relentless focus on quality first teaching (Sutton Trust) - Sutton Trust Teacher toolkit: biggest progress gain is feedback (+9 months). - Deploying staff effectively: best teachers support students who need the most support. Training support staff to plan with teachers and support pupils learning. - Data driven AFL with clear feedback for pupils. Data used to identify support strategies.  <p>Source: Sutton Trust (2011)</p>	<p>Excellent standards in teaching is one of the four main strands on the Academy Development plan. This gives a clear plan of actions along with implementing short, medium, long term goals.</p> <p>PP Book scrutiny linked to DIRT/GEM, green pen and assessment weeks. Monitored through book scrutiny.</p> <p>Departmental ROS and SEF meetings.</p> <p>PP section completed fully during line management of all departments.</p> <p>SEN team to track weekly planning with teaching staff</p>	<p>CTH SAL PHO RPA</p>	<p>Assessment point data analysis – ensure PP students are making expected progress. 100% 'working towards' or above against targets</p> <p>GL assessment – all PP students making national expected progress in English, Maths and Science</p> <p>Departmental SEF – all staff RAG green or above</p> <p>Departmental ROS – all departments in line with national outcomes for PP students.</p>

Total budgeted cost					46,000
ii. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When /How will you review implementation and impact?
Mental Health support to therefore improve attendance and engagement with school	Play therapist	<p>Provision for students with mental health difficulties is vital in a setting where cuts have been made to external agencies. All in house data suggests the GAP is not reducing and therefore provision for these students is essential.</p> <p>All children need environments which support development of speech, language and communication skills; this can make a difference for typically developing children as well as those with SLCN.</p>	<p>Referrals to be monitored by the Inclusion Manager and a structure of support system to be implemented to ensure the most vulnerable students are prioritised whilst others are not left out.</p> <p>Inclusion manager to consider possible re-structure of existing provision to make it more cost efficient.</p> <p>Attendance data, ATL data, assessment data and KO data to be bench marked when a student starts the programme and tracked throughout</p>	SBA CDA EGR	<p>Benchmarked at entry point/referral. Tracked on a weekly basis throughout.</p> <p>SOL tracker – all students’ attendance improves from starting point. 95% attendance by end of programme.</p> <p>ATL – all students to have an average grade of ‘Good’ or better for classwork and behaviour.</p> <p>Assessment data – 100% student ‘working towards’ or better to targets at each AP point.</p> <p>Year 11 – each student to have a positive P8 score</p>
	Counselling				
	Speech and language therapist				
Reduction in behavioural issues and improved attainment and attendance.	Elite sport tutor group and Performing art tutor group	<p>The identification of and nurturing of talent is essential in developing students. Students receive additional support prior to school.</p> <p>The tutor groups also provide a hook for PP students and a reason to be in school.</p>	<p>Students identified based on talent but also attendance.</p> <p>Keep current successful tutors.</p> <p>Line management of Head of Physical Education</p> <p>SOL tracker - weekly tracking of attendance/behaviour data</p> <p>AP Performance data</p>	EGR DFU GBA TRO	<p>Attendance on a daily basis with phone calls home.</p> <p>ATL data at each assessment point shows outstanding</p> <p>100% of PP students in the Sport group and Performing Arts group have attendance above 95%.</p> <p>100% of PP students in the two tutor groups making ‘good’ residual progress to targets at AP points.</p>

	Mini bus pick up for PP targeted students	Quick response to poor attendance recognised as effective strategy to help disadvantaged. NFER research.	SOL tracker		Weekly attendance is above 95% for PP students
Increased attendance of disadvantaged students	The White Horse Federation EWO support	Quick response to poor attendance recognised as effective strategy to help disadvantaged. NFER research.	Termly reports to be presented to ALG along with Governors, Updating on current provision and next steps.	CTH EGR DFU EWO	Attendance for PP students increases to 95%
Improved literacy rates of progress and attainment. Ensure Catch Up outcome is achieved.	Ruth Miskin programme	EEF toolkit suggests that small group work should be used where possible as it is a cost effective use of funding.	Pre and post assessments to be presented after every intervention and assessment point	GMC HOD ENG LBR	Termly analysis of reading ages show increase of 18 months + for cohort Reading age increase – all PP students in KS3 to be at age related expectations English progress data – all PP students ‘working towards’ residual or better at AP data for KS3. English P8 score of 0 or better All catch up students in tutor group and drill lessons to exceed age related expectations.
	Accelerated Reader programme	Hattie effect sizes demonstrate that high quality feedback is one of the most effective strategies in improving rates of progress for all students. Reducing group sizes allows for more personalised and immediate feedback	Line management of HOD English and LBR		
	First story - Target and run First Story enrichment to include PP students needing literacy catch up programme with vulnerable students.				
	Ensure the library has the necessary books to engage readers of all abilities				
Deliver a robust Careers, Information, Advice and Guidance programme to PP students	Career programme and guidance Meet with Reading University students University trip – aim to increase the number of PP students attending a Russell Group University.	Careers Information, Advice and Guidance is essential in ensuring students have next steps planned and accessible. Careers guidance aims to increase the engagement of all students in considering future steps in education.	Line management of GIAG Link to Reading University Careers advisor to present termly data to ALG from January in regards to number of students seen and expected destinations	PAL EGR SPE DCA	No PP students NEET Applications of PP students to JMA Post 16 increased to 50% of cohort 100% PP students in year 9 and 11 receive 1:2:1 careers guidance All year KS4 PP students attend a university visit to engage them in thinking about outcomes and next steps
More personalised curriculum to meet needs of students with difficulties within mainstream education to ultimately ensure attendance is high and risk of Permanent	Deliver an alternative provision on site – develop current system to ensure that students receive specialist teaching in English and Maths. Allow students to achieve at least functional	Providing an alternative/personalised curriculum allows students to better access the curriculum. This ensures students have every opportunity to succeed but also keep a place in their school as an alternative to PEX	Tracking of attendance, behaviour and progress data throughout the year. Governor meetings and parental meetings with students involved.	EGR SBA ATO	Attendance of PP students is 95% Year 11 leave Alt Pro with a minimum of three qualifications No PP students PEX during academic year

Exclusion is minimised	skills and one vocational course.		Direct line management by ALG member. Subject specialist teaching input		Less than 3 PP students receive more than one FTE
	Ufton court	The EEF Toolkit suggests targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Pre and post assessments to be presented after every intervention and assessment point QLA analysis of topics delivered at the session to ensure targeted areas of support is having an impact.	GMC EGR PCL	All year 11 PP students attend at least one session at Ufton court Student progress data - All PP students attending make expected progress at AP point Attendance above 95% for enrichment lessons No PP students removed to isolation during enrichment lessons
	Enrichment lesson at KS3				
Improved numeracy rates of progress and attainment. Ensure Catch Up outcome is achieved.	TT rock stars and Hegarty maths	EEF toolkit suggests that small group work should be used where possible as it is a cost effective use of funding. Hattie effect sizes demonstrate that high quality feedback is one of the most effective strategies in improving rates of progress for all students. Reducing group sizes allows for more personalised and immediate feedback	Numeracy policy written and delivered to staff. Termly update at ALG and Governors. Numeracy based learning walk weeks. Tutor time learning walks to monitor numeracy plan during tutor time.	RPA	Student progress data - All PP students attending make expected progress at AP point 100% PP students KS3 complete Hegarty maths homework All PP students access TT rockstars during tutor time
	Numeracy policy wave 1 embedded in every lesson				
PP students develop wider skills and access roles in the Academy	Student leadership group	Students given roles within the Academy will develop pride, belonging, competition and collaboration.	Termly tracking at ALG	EGR CHU	Track and monitor the engagement of PP students within the group and other roles across the Academy.
SEN class support also supports PP students make rapid progress	Joint TA and Teacher planning once a week	NFER research: Deploying staff effectively: best teachers support students who need the most support. Training support staff to plan with teachers and support pupils learning. The Academy has a high number of PP students that have SEN needs.	SEN tracking of planning meetings Evidence in blue folders SEN learning walk focus KPI for the 4 Teaching Assistants	CTH CDA	All lessons with TA present are joint planned with teachers All staff folders include IEP and SEN data All seating plans are robust and show thought about SEN eating arrangements Assessment point data shows PP students making expected progress in line with national

PP attendance rapidly improves and is above 95%	Attendance officer	Quick response to poor attendance recognised as effective strategy to help disadvantaged. NFER research. The EEF Toolkit suggests targeted interventions matched to specific students with particular needs can be effective in improving attendance.	SOL tracker Line management of AO Weekly attendance meetings Analysis by HOY Tracking in G4S Weekly rotation of tutor focus	CTH DFU EGR PCL HOY Tutors	All PP students have an attendance above 95% No PP students are PA
Total budgeted cost					174,527

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To widen the cultural capital of students and career prospects.	Trips visits Peripatetic lessons	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)	ATL grades in subjects Tracking of pupils on trips Line management of music	HOY SDU	All PP student trips are funded Termly % of Merit grades increases in BTEC Music All PP music student receive peripatetic lessons
Improve tracking of groups	Embed Go4Schools	In order to provide targeted intervention	G4S health checks Staff surgeries	SAL	Staff questionnaire 100% staff registers complete No missing AP data – prior year data uploaded 100% of PP students and parents log into G4S
Effective support for vulnerable and disadvantaged students	Uniform and equipment	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)	Morning HOY briefings Line management from ALG	HOY	Number of C2 detentions for uniform and equipment decrease for PP students
Well being	Breakfast club	EEF research on metacognition suggests a healthy breakfast is vital for learning. Health and fitness advice also suggests a breakfast is important for optimal learning and functioning throughout the day.	Line management	CDA	Termly Attendance is 95% or better for PP students

Funding expenses and teaching resources	Departmental development fund	Department can bid for a sum of money to support the pedagogy in their department as long as it can be measured for impact on PP progress.	Bidding template to ensure rationale and evidence to support the bid	SAL	All department SEF green or above for T&L
Total budgeted cost					28,000

1. Review of expenditure				
Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase in expected progress in English and Maths along with other subjects across all year groups	Use of external consultants with expertise in relevant areas: Behaviour and Ethos Curriculum / Assessment School Improvement work Maths SEND	<p>Compared to 17/18 results:</p> <ul style="list-style-type: none"> - predicted outcomes for PP students show a P8 improvement of +0.2 over a three year trend - APS is 1.4 higher on average - average predicted grade is a D- compared to an E - 40% of PP students achieved a grade 4 or above in English compared to 33% in 17/18 <p>The behaviour of pupils in lessons and around the Academy is mostly good. Leaders have created a calm and orderly environment. Pupils treat each other with respect.</p> <p>The number of PP pupils FTE from term 1 data (September 2017) has reduced from 35 to 9 in term 6 (74% reduction).</p> <p>The number of PP pupils receiving 2 or more FTE from Term 1 data (September 2017) has also reduced from 26 to 3 in term 6 (88% reduction).</p>	<p>Quality First Teaching remains a priority next year. Behaviour in classrooms needs to build on compliant behaviours towards Learning behaviours.</p> <p>The planned CPD package which intertwines PP and SEND wave 1 strategies to all staff will continue and be monitored through LW.</p> <p>The secondment of Curriculum and Assessment VP is made permanent. The number of external consultants will reduce. Capacity has been extended on the senior team with the appointment of three Assistant Principals.</p> <p>External support will come from the sponsors through the weekly support of the Secondary Director and also VP and HOD network meetings.</p>	90,000

	<p>Teaching and Learning CPD. Use Doug Lemov Training and Teaching and Learning instructional videos and focus on quality first teaching for all.</p> <p>Visit to the theatre to see SET English text (Macbeth)</p> <p>PETXI programme (maths)</p>	<p>The quality of provision for PP students was recognised as improving by OFSTED:</p> <p>“Disadvantaged pupils are now doing as well as their classmates. In individual instances they are doing better against some measures. Inevitably, they still lag behind all other pupils nationally in all subjects because the overall performance of the school was historically substandard. Differences between them and their classmates are, though, on a clearly diminishing trajectory”.</p> <p>The framework for teaching was recognised as sensible by OFSTED. It sets out what every teacher must do to prepare for each lesson, reasonable expectations for how lessons will be conducted and a manageable set of requirements with feedback about how well they are doing. Most teachers work within this framework successfully.</p> <p>All 7 staff identified as 'red' have been moved on or re-observed since September 17 learning walks.</p> <p>PETXI was replaced with 'in-house' Saturday school in the run up to exams. 62% of PP students attended either English or Maths sessions. All targeted PP students attended the maths Saturday school.</p> <p>29 PP students went to see Macbeth (Key English text) in year 10/11. 63% of student taking exams that attended the trip achieved a grade 4 or above in English GCSE.</p>	<p>Quality First Teaching remains a priority for the Academy and is one of the four central improvement strands on the SDP.</p>	<p>4,500</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Mental Health support to therefore improve attendance and engagement with school</p>	<p>Play Therapist</p>	<p>13 students engaged with this intervention with 8 being PP. The average attendance of the PP students attending this group is 80.6% compared to 75.1% prior to engagement in the intervention.</p>	<p>Play therapy clearly has an impact so will continue next year. However, the way it is delivered and the retention of students needs considering as the way the play therapist is currently being used is not value for money with the cost averaging £661 per</p>	<p>8,600</p>

	Counselling (full-time)	16 Students across the academy have received talk therapy with 12 being students in receipt of pupil premium. They have an average attendance of 86.9% which is in line with PP attendance of 86.6%. However, there are 6 PA in the group who are also PP students.	students successfully involved. Counselling will continue next year due to the high level of need for the service. The academy would benefit from employing a full time speech and language therapist. This would allow some of our more vulnerable students to be seen on a more regular basis in an area of extreme need which would lead to more rapid improvements in student's well-being and attainment/progress.	7,000
Reduction in behavioural issues and improved attainment and attendance.	Elite Sports Tutor Group and elite programmes	40 students are involved in the elite sports tutor group and 17 students are PP. 13 out of 17 PP students are above the academy attendance target. Average attendance of PP students in the group is 92.9% compared to the Academy PP average of 86.6%	The approach is sensible and creates a lower school link to the Academy specialism. Need to consider increasing numbers into the tutor programme moving forward and whether there are any other engaging tutor programmes that can run to engage students. Other hooks for PP students need to be considered. The impact of the PA tutor group also requires monitoring for impact next year.	18,690
	Elite Sport Basketball Programme	Attendance for the Elite Sports Basketball programme is 6.2% higher than Sixth Form attendance over the same period.	The elite programmes will run next year. Lesson for next year is to ensure easy tracking of the PP students within that cohort. This can be built into MIS systems.	
Effective support for vulnerable and disadvantaged students	Director or Inclusion and Student Support post on leadership team	The number of PP pupils FTE from Term 1 data (September 2017) has reduced from 35 to 9 in term 6 (74% reduction). The number of PP pupils receiving 2 or more FTE from Term 1 data (September 2017) has also reduced from 26 to 3 in term 6 (88% reduction). The attendance GAP between PP students and Non PP students has improved by 0.5% since 17/18 however; the attendance figures of PP students remain a concern.	PP will remain a focus and a standard agenda item with the meeting cycle. The Inclusion lead and new Assistant Principal role will both be part of the ALG moving forward.	41,200
	Pastoral Support Manager Year Team Support	PP – 86.91% Non PP – 92.35% Gap 5.44%.		26,000
Increased attendance of disadvantaged students	Education Welfare Officer	The attendance figures of PP students remain a concern. PP – 86.91% Non PP – 92.35% Gap 5.44%.	The Academy will continue to use the Trust's EWO. The use of the SOL tracker will continue and its success has been recognised and implemented across all WHF secondary schools.	45,000

		<p>One area of success was the attendance pick-ups. 19 students were targeted for mini bus pick-ups. 16 Of these students were PP of this cohort 10 improved their attendance over the intervention by an average of 1.16%</p>																																																													
<p>Improved progress and attainment. More focussed interventions based on individual needs.</p>	<p>Passport maths Intervention classes TT rock stars</p>	<p>Year 7 numeracy group includes 12 students, 8 are PP. These 8 students improved on average by two subgrades in maths AP scores since the start of the programme. This would be in line with expected progress. 6 of the class are now within one grade of their potential grade.</p> <p>Year 10 numeracy group have made minimal progress. 5 PP students are included in the intervention and on average they have made one sublevel improvement over the duration of the intervention. Current year 11 data predicts a closing of the attainment and progress GAP from 0.71 to 0.34.</p> <p>The progress of PP students is still a concern. Although the differences between PP students and their classmates are on a clearly diminishing trajectory, there still remains areas where the GAP is still significantly different.</p> <p>KS3- Number of student on/above track to FFT 5</p> <table border="1" data-bbox="801 805 1243 1109"> <thead> <tr> <th></th> <th></th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> </tr> </thead> <tbody> <tr> <td rowspan="2">English</td> <td>PP</td> <td>78.4</td> <td>27.9</td> <td>33.3</td> </tr> <tr> <td>Non PP</td> <td>48.5</td> <td>35.2</td> <td>38.8</td> </tr> <tr> <td rowspan="2">Maths</td> <td>PP</td> <td>75.7</td> <td>40.9</td> <td>24.1</td> </tr> <tr> <td>Non PP</td> <td>81.8</td> <td>54.8</td> <td>31.6</td> </tr> <tr> <td rowspan="2">Science</td> <td>PP</td> <td>18.9</td> <td>47.7</td> <td>16.7</td> </tr> <tr> <td>Non PP</td> <td>18.2</td> <td>56.2</td> <td>21.4</td> </tr> <tr> <td rowspan="2">Geography</td> <td>PP</td> <td>27.0</td> <td>25.0</td> <td>49.1</td> </tr> <tr> <td>Non PP</td> <td>42.4</td> <td>38.4</td> <td>47.9</td> </tr> <tr> <td rowspan="2">History</td> <td>PP</td> <td>48.6</td> <td>37.2</td> <td>48.1</td> </tr> <tr> <td>Non PP</td> <td>51.5</td> <td>45.8</td> <td>52</td> </tr> <tr> <td rowspan="2">Languages</td> <td>PP</td> <td>22.7</td> <td>3.3</td> <td>28.3</td> </tr> <tr> <td>Non PP</td> <td>43.5</td> <td>5.9</td> <td>28.9</td> </tr> </tbody> </table>			Year 7	Year 8	Year 9	English	PP	78.4	27.9	33.3	Non PP	48.5	35.2	38.8	Maths	PP	75.7	40.9	24.1	Non PP	81.8	54.8	31.6	Science	PP	18.9	47.7	16.7	Non PP	18.2	56.2	21.4	Geography	PP	27.0	25.0	49.1	Non PP	42.4	38.4	47.9	History	PP	48.6	37.2	48.1	Non PP	51.5	45.8	52	Languages	PP	22.7	3.3	28.3	Non PP	43.5	5.9	28.9	<p>Passport maths will continue and the appointment of a new Extended ALG member responsible for whole school numeracy will ensure that it is fully embedded into KS3 and is part of the tutor programme in the AM sessions.</p> <p>Intervention classes in KS3 have been timetabled and students need to be identified based on literacy and numeracy deficit. Year 7 on entry will be part of the intervention lessons based on KS2 scores.</p> <p>TT rock stars will also form part of the three whole school numeracy focusses.</p>	<p>8,500</p>
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Improved literacy rates of progress and attainment. Ensure Catch Up outcome is achieved.	Ruth Miskin/ Accelerated Reader/	<p>In year 7, 19 PP students are on the Miskin intervention -12 students have improved their reading age. There is an average increase by 4.5 months.</p> <p>Accelerated Reader: Year 7 – 37 PP students. On average reading age improved by 4 months in a three month period (Gained a month). 15 of the PP students gained 2 additional months or more.</p> <p>Year 8 – 47 PP students. On average reading age improved by 5 months over a three month period (gained 2 months).</p> <p>Year 9 – 27 PP students. On average reading age improved by 4 months in a three month period (Gained a month).</p>	Both Miskin and Accelerated reader will continue next year. However, more robust tracking of the data is required to better target early interventions and ensure all PP students make accelerated progress.	7,900
To ensure that NEET figure is less than 2%	Careers advisor	The careers advisor met with 61 out of 67 PP students in year 11. Out of 33 internal JMA sixth form applications, 15 are PP students. Both these figures are significantly up from last year. In 16/17 only 21 students that were PP had careers interviews and only 8 PP students internally applied for sixth form.	Careers advice has had a positive impact on PP students' destinations. This will continue to be a focus next academic year alongside ensuring the 6 th Form Curriculum offer provides suitable pathways for all students, including PP. The Academy is considering building on the good careers and guidance work by potentially gaining Careers Mark Accreditation.	4,000
More personalised curriculum to meet needs of students with difficulties within mainstream education to ultimately ensure attendance is high and risk of Permanent Exclusion is minimised	Ufton Court interventions	175 students have attended Ufton court for intervention with 92 being PP students. 50% of year 7 PP students have attended Ufton 57 of 67 PP students in year 11 have attended Ufton for English, Science or Humanities intervention.	Ufton court interventions will continue next year through a comprehensive revision programme for 2018 which will target PP students. However, the tracking of what the impact of attending these sessions need to be tighter through QLA assessment.	4,200
	Alternative Provision	By providing a form of alternative provision the aim was to ensure students were safe, attended school, and had the opportunity to achieving academically as well as developing socially. This is a key reason as to why PP FTE reduced by 74% and PEX reduced from 3 PP students in September 2017 to 0 for the remainder of the year.	Alt Pro has had a positive effect on the number of exclusions and PEX. The students receive a personalised curriculum and the effect of the robust isolation room provides PP pupils with disruption free learning. Next year, planning for Alt Pro needs to include some type of vocational learning qualification as well as some specialist English and maths teaching.	100,000

Increased parental and student understanding of barriers PP students encounter.	Information evenings	After each event % of PP parents analysed and shows varying attendance throughout the year with the lowest PP parental attendance being 68.5% (term 2) and the highest being 81% (term 5).		1,000
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
Improve tracking of groups	Purchase ALPS	Package was purchased and used to set targets at KS5 – outcomes in 6 th form were significantly above national in vocational courses. PP students were within 0.04 L3VA compared to non PP students for vocational courses.	ALPS was useful in setting targets. However, it is better to align target setting with the trust and FFT will be used within the new G4S data package.	1,200
To widen the cultural capital of students and career prospects.	Peripatetic lessons Trips	The use of PP funding to widen cultural capital was recognised by OFSTED: “Leaders use the pupil premium creatively to extend opportunities for disadvantaged pupils. Those studying GCSE music, for example, benefit from subsidised instrumental lessons paid for out of the pupil premium. Disadvantaged pupils’ participation in enriching educational visits is also supported by funding from this grant. Ingredients used for cooking in the catering BTEC National Diploma are funded for such pupils from this money. Each penny is accounted for carefully”. 9 year 11 PP students have had PP lessons paid for. 100% of PP student on GCSE music. 4 year 10 PP students have had lessons paid for. 100% of PP students studying music GCSE. 29 number of PP students went to see Macbeth (Key English text) in year 10/11.	The use of PP fund for PP students was essential in supporting them through their GCSE course. This will continue next year so that all options are available for students to study. However, further consideration is needed in how vulnerable students are able to develop interests in musical instruments by covering the costs of 1:1 music classes throughout the year even when they are not studying the course at KS4. The trips that were targeted for PP students were successful and will be repeated but the Academy must ensure that departments track and analyse the impact of trip subsidies for PP students on further trips and visits.	3,200
Increased attendance of disadvantaged students	Mini bus pick ups	19 students were targeted for mini bus pick-ups. 16 Of these students were PP of this cohort 10 improved their attendance over the intervention by an average of 1.16%	This is a central strategy for improving attendance across the Academy and is a key focus for 18/19. This remains on the Academy development plan and will continue to target PP students.	6,000
Effective support for vulnerable and disadvantaged students	Uniform/Trips and Visits	All PP students are in full uniform – the Academy has given uniform to the value of £245.94 to PP students.	Uniform and equipment has rapidly improved since 16/17. All students attend in correct uniform and to ensure PP students are able	1,200

	Stationary/Revision Resources /hardship funds	All PP students received equipment = £84.52 has been spent on PP equipment All year 11 PP student's received an exam pencil case with all required equipment for exams.	to meet the expectations, the hardship fund will continue. The full fund was not spent so needs to be considered next academic year.	
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2. Additional detail

- Please also refer to the external PP review 6/7/18 by AMD

