

**Pupil Premium Action Plan 2017-18**

**Period of Action:**June 2017 onwards

**Most recently edited:  Monday 2nd October 2017**    

**Created by: Mrs J. Dodd**

**General information**

**Purpose**

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families.

The premium is currently worth £935 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM) or are being looked after/ who left local authority care on a special guardianship order or child arrangements order (Post-LAC);

£1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order;

Finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent.

**Accountability**

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

* the performance tables which show the performance of disadvantaged pupils compared with their peers (Narrowing the Gap)
* the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
* the new reports for parents that schools now have to publish online

**Funding**

In most cases the Pupil Premium funding is paid direct to schools who decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

For pupils from low-income families in non-mainstream settings the local authority decides how to allocate the Pupil Premium. The authority must consult non-mainstream settings about how the Premium for these pupils should be used.

Local authorities are responsible for looked after children and make payments to schools and academies where an eligible looked after child is on roll.

**Pupil Premium at Sandhill View Academy**

**Principles**

All staff and governors accept responsibility for the ‘socially disadvantaged’ students and are committed to meeting their pastoral, social and academic needs.

As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need.

At Sandhill View we will ensure that any pupil considered to be ‘socially disadvantaged’ has the same opportunities as any other. It is our belief that no child should be held back or face additional barriers because of their ‘social disadvantage’. We will ensure these students are able to access any support necessary in order to achieve their full potential.

**Provision**

Sandhill View Academy will ensure that provision is made which secures the learning and teaching opportunities that meets the needs of all students. As part of the provision made for students who belong to vulnerable groups, the Academy will ensure that the needs of socially disadvantaged students are assessed, appropriate intervention strategies implemented, and progress not only tracked, but strategies evaluated throughout the year to ensure effectiveness.

In making provision for socially disadvantaged students the Academy recognises that not all students who receive free school meals will be socially disadvantaged. The Academy also recognises that not all students who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any student or groups of students the academy has legitimately identified as being socially disadvantaged.

**Key Objectives**

1. Achievement: To monitor, track and improve the progress of disadvantaged students so that outcomes are in-line with non-PP students.
2. Teaching and Learning: To accelerate the implementation of effective strategies that engage and challenge disadvantaged learners, particularly more-able, boys and low ability girls.
3. Attendance: To monitor, track and improve the attendance of disadvantaged students so that attendance figures are in-line with non-PP students.
4. Behaviour: To implement strategies to reduce the exclusion rates of PP students
5. Welfare: To provide a range of learning opportunities to PP students, outside the classroom, to increase aspirations.
6. **Achievement: To monitor, track and improve the progress of disadvantaged students so that outcomes are in-line with non-PP students.**

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| **Key actions** | **Rationale** |
| **Improve the transition between KS2 and KS3 for PP students, through provision of Summer school to identified Y6 students**  **Improve the transition between KS2 and KS3 for PP students, through provision of Core intervention classes to identified Y6 students**  **Establish up one-to-one mentoring system for underachieving PP students in Y11, to ensure all students make good progress, from their individual starting points. Use to inform planning and ensure that interventions are targeted, appropriate and timely**  **Use of intervention time, in Y11, for identified PP students at risk of not achieving a positive P8 score**  **Establish Dream Teams, in Y8, 9 and 10, to ensure PP boys make good progress, narrowing the gap between boys and girls and PP and non-PP students**  **Provide targeted intervention, through Saturday school, to ensure PP students make good progress in English and maths**  **Implement an intervention subsidy to enable all curriculum areas to provide interventions for PP students, to ensure that they make progress in-line with non-PP students** | Government initiative to help disadvantaged students make a successful transition from Primary to Secondary school.  SHV is committed to raising standards, with a clear focus on English, maths and Science.  Summer schools, moderate impact for moderate cost +3 months. (Sutton Trust document)  One-to-one, moderate impact, high cost +5 months. (Sutton Trust document)  Research on TA’s (KS4 support mentor) delivering targeted interventions on one-to-one or small group settings shows a consistent impact on attainment of approximately +3/+4 additional months’ progress. (Making Best Use of Teaching Assistants Guidance Report Education Endowment Foundation Spring 2015)  After school programs, low impact, high cost +2 (Sutton Trust document)  All departments can bid for this fund. Examples may include revisions guides, resources, staffing etc, all of which must have a direct impact o achievement, within the department. |

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| **Key actions** | **When** | **Support/**  **Financial Implications** | **Monitoring & Milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Improve the transition between KS2 and KS3 for PP students, through provision of Summer school to identified Y6 students** | Aug 2017 | £18, 376 Transition mentor  £7,000 Staffing, Resources, Lunch-time provision, Trips | By July 2017: Arrangements for Summer school in place to include:   * Identification of Y6 PP students to attend * Letters and reply slips sent out and received * Staff identified to deliver sessions * Full programme of events in place | Y7 Baseline assessments | Students who attend Summer school maintain their KS2 level in maths/English.  Progress gap narrowed, in Y7, between PP and non-PP students, in-line with national averages. |  |
| **Improve the transition between KS2 and KS3 for PP students, through provision of Core intervention classes to identified Y6 students** | April 2018 | £800 staffing, resources. | By April 2018, arrangements for Core intervention sessions in place to include:   * Identification of Y6 PP students to attend * Letters and reply slips sent out and received * Staff identified to deliver sessions * Full programme of events in place | Y7 Baseline assessments | Students who attend intervention sessions maintain their KS2 level in maths/English.  Progress gap narrowed, in Y7, between PP and non-PP students, in-line with national averages. |  |
| **Establish up one-to-one mentoring system for underachieving PP students in Y11, to ensure all students make good progress, from their individual starting points. Use to inform planning and ensure that interventions are targeted, appropriate and timely.** | From Sept 17 | £30,323 Staffing, including LSU manager  £1,500 Cost of Sisra data analysis tool | By 16th October, a weekly schedule of RA meetings is established. Internal tracking systems will determine whether identified PP students have made expected progress:   * Early identification of underperforming learners, through Progress (SISRA) * Use of information from the RA meeting to identify barriers to learning and inform mentor meetings * Review impact of intervention through monitoring and evaluation cycle | Minutes from RA meeting  Y11 assessment points (from Sisra)  Mock exams  CA grades  Action research sample groups | By July 2018, expected progress of disadvantaged students is within 5% of national averages:  By Dec 2017: Within 12%  By Apr 2018: Within 7%  By July 2018: Within 5% |  |
| **Use of intervention time, in Y11, for identified PP students at risk of not achieving a positive P8 score** | From Sept 17 | £18,376 KS4 intervention support mentor  £8,856 Additional lunch-time supervisors to allow intervention to take place  £5,000 Revision guides and workbooks for Y11 PP students | By 8th September, subject intervention tracker produced to run alongside six-weekly monitoring and evaluation cycle to allow SL’s to:   * Identify PP students at risk of not achieving * Allocate a slot for intervention, focused on GAP analysis * Plan and deliver six-week intervention * Measure impact of intervention, following next data cycle | Subject intervention tracker  Y11 assessment points  Mock exams | |  |  |  |  | | --- | --- | --- | --- | | P8 | Eng/ Math | Ebacc | Open | | Su2 ‘17 | -1.3 | -1.3 | -1.3 | | A2 ‘17 | -0.7 | -0.7 | -0.7 | | Sp2 ‘18 | -0.3 | -0.3 | -0.2 | | Su2 ‘18 | 0 | 0 | 0 | |  |
| **Establish Dream Teams, in Y8, 9 and 10, to ensure PP boys make good progress, narrowing the gap between boys and girls and PP and non-PP students** | From Sept 17 | £4,354 TLR of postholder  £2,000 Rewards  £5,000 Breakfast Club | By 7th September, review of the target tutor groups. Effective staff are deployed to tutor target groups providing a high quality pastoral and intervention program. Program includes:   * Challenging targets, based on starting points * Early identification of underachievement * Clear intervention expectations * Parental contact to discuss progress * Rewards for successful groups * Breakfast club | Tracking sheets  Questionnaires  Sisra data  Action research sample groups | By July 2018, expected progress of disadvantaged boys is within 5% of national averages:  By Dec 2017: Within 12%  By Apr 2018: Within 7%  By July 2018: Within 5%  Accelerated rates of progress for boys will show a narrowing of the gap, in all years, between girls and boys to less than 10% |  |
| **Provide targeted intervention, through Saturday/weekend school, to ensure PP students make good progress in English and maths** | From Sept 17 | £1,200 Staffing costs | By January 2018, a timetable of Saturday morning revision sessions identified for targeted PP students, in English and maths. | Attendance to sessions  Y11 assessment points | Students who attend intervention sessions narrow progress gap between PP and non-PP students, in-line with national averages. |  |
| **Implement an intervention subsidy to enable all curriculum areas to provide interventions for PP students, to ensure that they make progress in-line with non-PP students** |  | £10,000 departmental funding  £19,000 Piri funding  £7,000 Educational visits | By 4th September, departmental bid template re-launched with subject leaders, to include:   * Key actions * Rationale * Monitoring and Milestones * Success criteria * Impact   By 4th September, PP students identified for Piri music tuition. | Assessment points on Sisra | By July 2018, expected progress of disadvantaged students is within 5% of national averages:  By Dec 2017: Within 12%  By Apr 2018: Within 7%  By July 2018: Within 5% |  |

**2. Teaching and Learning: To accelerate the implementation of effective strategies that engage and challenge disadvantaged learners.**

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| **Key Action** | **Rationale** |
| **Appoint and deploy high quality teaching staff and teaching assistants**  **Deliver quality CPD, to improve feedback in lessons so that it is consistent across school using new policy (in particular evidence for verbal feedback is overt)**  **Improve the reading age of PP students, particularly boys, to within two years of their chronological age**  **Improve the numeracy levels of PP students, to reduce the progress gap between PP and non-PP students**  **Establish a homework club, to support PP students with their homework** | One-to-one tutoring, moderate impact, high cost +5 (Sutton Trust document)  Research on TAs delivering targeted interventions in small group settings shows a consistent impact on attainments of approximately +3/+4 additional months’ progress (Making Best Use of Teaching Assistants Guidance Report Education Endowment Foundation Spring 2015)  Poor teaching has a greater impact on disadvantaged pupils than their peers. This is because disadvantaged pupils often don’t have the same levels of support to compensate for the weak teaching. Therefore, investment in quality first teaching should not be overlooked (Pupil premium self-Evaluation Toolkit)  Feedback, very high impact, low cost +9 (Sutton Trust document)  Phonics, moderate impact, low cost +4 (Sutton Trust document)  Peer tutoring, high impact, low cost +6 (Sutton Trust document)  Homework, moderate impact, low cost +5 (Sutton Trust document) |

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| **Key Action** | **When** | **Support/**  **Financial implication** | **Monitoring & Milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Appoint and deploy high quality teaching staff and teaching assistants** | By July 2017 | £67,718 staffing costs, inc TA’s. | By July 2017 appointment of high quality teaching staff, to ensure quality first teaching for all pupil premium students | Lesson Observations  Sisra  Learning walks  Book Scrutiny  Student Voice | By July 2018, expected progress of disadvantaged students is within 10% of national averages  By July 2018 at least 90% of teaching is good or better. |  |
| **Deliver quality CPD, to improve feedback in lessons, to ensure consistency in the quality of how teachers target specifically their support to meet the needs of all disadvantaged students** | From Sept 2017 | £40,000 CPD and consultant costs | By September 2017:   * Full CPD calendar in place to include focus on more-able and boys (PEBL). * Data entry used to specifically identify barriers to progress and target intervention, with a focus on more-able and boys. * M&E cycle to include learning walks, work scrutiny and student voice, with a focus on more-able and boys. | Learning walks  Book Scrutiny  Student Voice | Triangulation of data, work scrutiny and student voice indicate that disadvantaged students, particularly the more-able and the boys, are making progress in-line with their non-disadvantaged peers.  Learning walks evidence quality of feedback as a strength across all departments. |  |
| **Improve the reading age of PP students, particularly boys, to within two years of their chronological age** | From Sept 2017 | £11,520 Y8 reading mentor  £2,918 Accelerated reader  £3,074 Read, Write Inc  £800 Success maker  £9,500 resources | By 30th September, all Y7 student’s RA tested. Students grouped into waves of intervention to include:  Additional phonics teaching within MFL time (wave 4)  One to one reading program for identified PP students (wave 2/3) | RA assessments | By July 2018, PP students RA is in-line with non-PP RA and all have a reading age within two years of their chronological age |  |
| **Improve the numeracy levels of PP students, to reduce the progress gap between PP and non-PP students** | From Sept 2016 | £9,000 resources | By 4th September, cohort of PP students identified to receive numeracy intervention to include:   * Delivery of numeracy catch-up within ETT * Target tutor groups * Peer mentoring, using KS4 and sixth form students. | Sisra data  Learning walks  Student voice  Success maker | By July 2018:  Students who attend intervention sessions make 3+SLOP |  |
| **Establish a homework club, to support PP students with their homework** | From Sept 17 | £1,800 Staffing and resources | By 8th September, homework club established and posters displayed in tutor rooms and year bases.  Monitor attendance of PP students, against those underachieving students requiring support  Parental engagement to ensure attendance to sessions | Planning files  Book scrutiny  Attendance to homework club | By July 2018:  Students who attend homework sessions make 3+SLOP in English and maths |  |

**3. Attendance: To monitor, track and improve the attendance of disadvantaged students so that attendance figures are in-line with non-PP students.**

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| **Key Action** | **Rationale** |
| **Improve attendance of PP students to 96%, to align more closely with national average. Reduce PA, closing gaps between PP and non-PP students.** | At secondary level, PP students are three times more likely than their peers to be classed as ‘persistently absent’ – i.e., to miss more than one in five school days across the year. |

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| **Key Action** | **When** | **Support/**  **Financial implication** | **Monitoring & Milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Improve attendance of PP students to 96%, to align more closely with national average. Reduce PA, closing gaps between PP and non-PP students.** | From Sept 2017 | £17,372 appointment of PP attendance officer  £15,000 Rewards  £4,820 Mini-bus leasing | By July 2017, attendance plan in place to include:   * Identification of targeted PP students * Identify barriers to attendance * One-to-one mentoring, with clear short-term targets * Rewards system * Clear link to achievement * Parental contact * Home visits to collect non-attenders   By 4th September, launch of new attendance rewards ladder. | Attendance figures (SIMS)  Action research sample groups | By July 2018:  PP attendance 96%, in-line with national averages. |  |

**4. Behaviour: To implement strategies to reduce the exclusion rates of PP students**

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| **Key Action** | **Rationale** |
| **Further increase pupil engagement by addressing attitudes towards learning and reducing instances of low level disruption in lessons by 25%.** | At secondary level, PP students are three times more likely to receive two or more fixed term exclusions across the year. |

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| **Key Action** | **When** | **Support/**  **Financial implication** | **Monitoring & Milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Further increase pupil engagement by addressing attitudes towards learning and reducing instances of low level disruption in lessons by 25%.** | From Sept ‘17 | £24,472 appointment of PP behaviour manager  £3,150 BehaviourWatch  £10,000 Activities week  £2,000 Rewards for end of term assemblies | By July 2017, use of PP behaviour manager to include:   * Identification of targeted PP students * Identify behaviour barriers to learning * One-to-one mentoring, with clear short-term targets * Rewards system * Clear link to achievement * Parental contact   By 4th September, re-launch of BfL ladders to all stakeholders. | BehaviourWatch  Report cards  Action research sample groups | By July 2018, low level disruption within lessons is reduced by 25% |  |

**5. Welfare: To provide a range of learning opportunities to PP students, outside the classroom, to increase aspirations.**

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| **Key Action** | **Rationale** |
| **Implement an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities, thus reducing the attainment gap.**  **Continue to provide CIAG and deliver effective destination measures to reduce NEET statistics further (by 10%).** | National College research cites that effective embedded rewards policies as being a contributory factor to improving attainment and engagement.  An enrichment program will provide a more diverse culture, within the Academy, thus raising aspirations. |

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| **Key Action** | **When** | **Support/**  **Financial implication** | **Monitoring & Milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Implement an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities, thus reducing the attainment gap.** | From Sept ‘17 | £2,500 TLR for Extra-curricular Co-ordinator  £6,000 Hardship fund  £2,500 A690 Lunchtime provision  £2,500 Sexual Health/Guidance mentor  £20,000 External agencies (theatre company, motivational speakers etc) | By 1st October, carry out a 2nd audit to gather current range of enrichment and extra-curricular activities offered.  By 1st October, carry out a 2nd student survey to establish student need for new activities to offer.  By 18th July, collaborate with A690, with a view to the expansion of activities during lunchtime.  September promotion to students. | Audit    Student Survey    Student registers | Increased numbers of students partaking in widened range of activities.  By July 2018, expected progress of disadvantaged students is within 5% of national averages:  By Dec 2017: Within 12%  By Apr 2018: Within 7%  By July 2018: Within 5% |  |
| **Continue to provide CIAG and deliver effective destination measures to reduce NEET statistics further (by 10%).** | From Sept ‘17 | £2,000 Funding to support improving CIAG delivery | By 4th September, full program of CIAG to include:   * Establish overview of assemblies across full academic year. * Expectation for all key staff to deliver assemblies. * Advance bookings of external speakers. * Identification of student cohorts * Liaise with Connexions * Introduction of tracking software and appropriate systems * Regular updates on destinations and NEET statistics to SLG | Destinations and NEET statistics | By July 2018, NEET statistics reduced further by 10% |  |

**Total Spend:**

**Achievement £143,785**

**Teaching and Learning £119,901**

**Attendance, Behaviour and Welfare £112,314**

**Total Spent £376,000**

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