

# GREAT WESTERN ACADEMY PUPIL PREMIUM STRATEGY ACTION PLAN 2018-19

September 2018

Review: January 2019



## CONTEXT

*Based on 2018-19 numbers (FSM6: £935, LAC & post LAC: £1,900, Service Children: £300)*

Number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals (last 6 years)	Number of looked after children	Number of post looked after children	Number of service children	Total Pupil Premium budget
Please note – exact numbers and confirmation of funding is still to be confirmed							

Using the DfE report 'Supporting the attainment of disadvantaged pupils' we have identified the following potential barriers to future progress and attainment of students eligible for Pupil Premium funding at GWA:

**A:** Lower attendance; there is a correlation nationally between the lower attendance of PP pupils and their lower attainment and progress.

**B:** Statistically higher chance of Special Educational Needs, lower levels of literacy, social/emotional intelligence; there is a proven correlation between the progress of pupil premium pupils and SEN, lower literacy and SEAL.

**C:** Poor attitudes towards school and self; nationally, students in receipt of pupil premium funding often have less positive attitude toward school and self

**D:** Less parental engagement; nationally, parents of PP pupils often have lower levels of engagement with school life

**E:** Staff training; there is a need to train staff specifically to respond to the varying needs of pupil premium students

**F:** Poor behaviour; there exists nationally a correlation between poor behaviour for learning and students in receipt of pupil premium funding

## PLANNED ACTION AND EXPENDITURE OF PUPIL PREMIUM 2018-19

From these potential barriers we have identified a series of targets for GWA for 2018-19:

1. Provide consistently high quality teaching and learning experiences in lessons for all PP students
2. Ensure an appropriate curriculum that provides aspirational future opportunities for all PP students (including alternative provision where necessary).
3. Where needed, support PP students to improve their literacy skills, learning skills, social/emotional intelligence
4. Where needed, support PP students to improve their attitude to school and self
5. Encourage PP students to be fully involved in the wider life of the Academy
6. Rigorously apply Attendance Policy, prioritising PP students
7. Build strong partnerships with parents of PP students

**Please note – exact numbers and confirmation of funding is still to be confirmed. Once we have a full appreciation of our pupil premium funding, estimated costs will be added to this document.**

Barriers targeted	Actions	Estimated Expenditure	Success Criteria
<b>1. Provide consistently high quality teaching and learning experiences in lessons for all PP students</b>			
A. Engaging classrooms and lessons provide incentives for attendance.	Regular PP review meetings (Tutors, Pastoral Lead, SLT, Attendance officer, SENDCO) to discuss individuals and share good practice for strategies; selecting appropriate intervention/support if needed.	<b>Contribution towards staffing costs</b>  <b>Senior Leadership: £</b> <b>Middle Leadership: £</b> <b>Learning Mentors: £</b>	Progress data shows no gap between PP/Non PP students (both within GWA and against other schools).
B. Providing appropriate challenge and support for SEN students, students with lower literacy and difficulties related to SEAL removes barriers to progress.	Non-negotiable GWA expectation that all staff know who their PP students are and what their respective needs are (evidenced	<b>Educational/Assessment resources: £</b>  <b>CPD budget : £</b>	Positive pupil feedback on the impact of Successful lives curriculum on enterprise skills and aspirations for the future.

<p>C. Teaching enterprise skills can increase resilience and enhance sense of self-worth, removing barriers to progress.</p> <p>D. Positive and engaged students may improve parents' feelings towards school.</p> <p>E. The very highest standards in teaching and learning will ensure greater progress for all learners, especially those in receipt of Pupil Premium.</p> <p>F. Consistent application of academy behaviour policy will help to ensure student progress.</p>	<p>through use of seating plan in Bromcom, ILPs etc).</p> <p>Lesson plans take needs of PP pupils into account (learning mentors deployed effectively to support where applicable).</p> <p>PP Priority on feedback provided to students.</p> <p>Quality assurance systems (work reviews, learning walks, lesson observations etc) in place judge impact of teaching strategies; adding an explicit PP focus to lesson observations and targeted PP learning walks.</p> <p>SLT meetings focus on progress of PP pupils and discuss/share successful strategies/activities.</p> <p>CPD budget supplemented to provide opportunities for staff training on PP classroom practice.</p> <p>Consider use of GL assessment/shared assessment with supportive local schools to measure progress of PP learners at GWA against peers in other schools.</p>		<p>Quality assurance systems show no discernible difference in performance of PP vs Non-PP students.</p> <p>Quality assurance systems reveal clear focus on planning for PP students through 'PP Priority'.</p> <p>Meeting minutes reveal clear ongoing strategic focus on progress of PP students.</p> <p>Behaviour issues for PP students not significantly different in type or number than Non PP students.</p> <p>All students able to cope and thrive in mainstream lessons in line with school behaviour and attendance policies.</p>
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<b>2. Ensure an appropriate curriculum that provides aspirational future opportunities for all PP students (including alternative provision where necessary)</b>			
<p>A. Engaging and relevant curriculum provide incentives for attendance.</p> <p>B. Curriculum provides appropriate challenge and support for SEN students.</p> <p>D. Positive and engaged students may improve parents' feelings towards school.</p> <p>E. Staff training on curriculum construction ensures relevant, broad, balanced and coherent curriculum offer.</p>	<p>New Successful Lives tutor programme improves growth mindsets/develops aspiration.</p> <p>Enterprise written into all schemes of learning and into individual lesson plans to encourage 'split screen' teaching with focus on knowledge curriculum and on the 'what for' curriculum.</p> <p>Consider leading intervention sessions for targeted students and create termly bespoke timetables to improve literacy, numeracy, SEAL etc.</p>	<p><b>Contribution towards staffing costs</b></p> <p>Senior Leaders: £</p> <p>Teachers basic pay: £</p> <p>Learning Mentors' basic pay: £</p>	<p>Progress data (including Enterprise skills) shows no gap between PP/Non PP students (both within GWA and against other schools).</p> <p>Progress data shows rapid improvement for students engaged in bespoke curriculum.</p>
<b>3. Where needed, support PP students to improve their literacy skills, learning skills, social/emotional intelligence</b>			
<p>A. More confident and resilient pupils reduces barriers to attendance.</p> <p>C. Teaching students enterprise skills removes barriers to progress.</p>	<p>Ensure literacy and numeracy interventions are in place for students in need at both KS3 and 4 (PP Priority), utilising PP and Catch-up funding appropriately.</p>	<p><b>Contribution to staffing costs</b></p> <p>Senior Leadership: £</p> <p>Middle Leadership: £</p> <p>Learning Mentors £</p> <p>Careers and Transition: £</p> <p>Pastoral Lead: £</p>	<p>Progress data shows no achievement gap between PP/Non PP students.</p> <p>AR and Bedrock vocabulary data shows rapid improvement in literacy of those PP students who arrive with low prior attainment.</p>

<p>D. Successful targeted support will require parental engagement and support.</p> <p>E. Skilled use of support and intervention programmes designed to improve literacy, SEAL and learning needs will lead to improved progress.</p>	<p>Ensure rigorous use of tracking and monitoring in AR to ensure targeted use of daily reading time for PP students.</p> <p>Ensure sufficiently aspirational careers advice and guidance is available (PP Priority) through 'Career pilot' and other providers.</p> <p>Successful Lives tutor programme improves learning skills and growth mindsets.</p> <p>Y6 into Y7 targeted visits for PP pupils most in need helps to successfully prepare pupils for transition to GWA.</p> <p>Establish targeted intervention groups led by SENDCo and learning mentors in response to literacy, learning and SEAL needs. Monitor and review progress of these targeted groups to feedback to whole staff and share successes.</p>	<p><b>Contribution to counselling services: £</b></p> <p><b>Educational Resources: £</b></p>	<p>Enterprise skills data shows no achievement gap between PP/Non PP students.</p>
<p><b>4. Where needed, support PP students to improve their attitude to school and self</b></p>			
<p>A. Pupils accessing enrichment activities and trips have more incentives for attendance.</p> <p>C. Involvement in enrichment activities help to build enterprise skills. Access to trips (that may not have been</p>	<p>Reduce barriers to learning through the accessing of extra-curricular/enrichment opportunities by offering a 50% to PP students discount on costs (including purchase of school uniform).</p> <p>Monitor and review progress against Enterprise targets through Successful Lives</p>	<p><b>50% bursary for all extracurricular / enrichment opportunities (inc. uniform, trips and music lessons): £</b></p> <p><b>Contribution to PASS survey: £</b></p> <p><b>Contribution to Enabling Enterprise resources: £</b></p>	<p>PASS survey term 6 shows gaps have closed and there is no discernible difference in attitude between PP vs Non-PP students.</p>

<p>accessible without support) may help improve student attitudes to school and self.</p> <p>D. Parents appreciate support offered and so attitude to school improves at home.</p>	<p>programme, comparing PP vs Non-PP students.</p> <p>Utilise PASS survey to identify students with poor attitude to self/school and target intervention mentoring with this group. Compare PASS results term 1 vs term 5.</p> <p>Ensure ILPs reflect PASS and seek to address issues raised. Track and monitor impact of any interventions.</p>		
<p><b>5. Encourage PP students to be fully involved in the wider life of the Academy</b></p>			
<p>A: Enrichment activities and trips provide greater incentive to PP students to attend school.</p> <p>B: Enrichment activities offer the potential for intervention in relation to specific learning needs, therefore improving progress of SEN learners.</p> <p>C: A wide variety of challenging, engaging enrichment activities improves sense of self-worth and enjoyment of school.</p>	<p>Use Bromcom to analyse PP compared to Non PP enrichment choices and extra-curricular opportunities.</p> <p>Ensure use of ACE rewards to provide positive reinforcement and recognition for participation.</p> <p>Harness pupil voice to assess the impact of enrichment opportunities, comparing responses of PP vs Non-PP pupils and, where appropriate, planning future enrichment to respond to needs/interests of PP students.</p>	<p>50% bursary for all extracurricular / enrichment opportunities (inc. uniform, trips and music lessons): £</p>	<p>Progress data shows no gap between PP/Non PP students.</p> <p>No significant gap exists between PP/Non PP pupils accessing extracurricular/enrichment opportunities.</p> <p>PASS Survey data reports gaps reduced (term 5 compared to term 1).</p> <p>ACE reward records show no gap (or a positive gap) between PP Non-PP students in relation to staff issuing ACE rewards.</p>

<b>6. Rigorously apply Attendance Policy, prioritising PP students</b>			
<p>A. Rigorous enforcement of the attendance policy provides incentives and support/intervention in order to improve attendance.</p> <p>B. Bespoke timetables, where needed, ILPs for all students and utilising online learning to maximise chances of student success</p> <p>C. Higher levels of attendance proven to improve pupils' social skills.</p> <p>D. All stages require parental support to be successful.</p> <p>E. Staff training to ensure full awareness of attendance officer role.</p>	<p>Regular reviews of student attendance (to include parents where appropriate) and updating of ILPs to reflect attendance targets.</p> <p>ILPs to include interventions for any students for whom attendance is causing concern. Online learning options considered on individual basis to encourage attendance to school, but on bespoke timetable where appropriate/possible.</p> <p>Whole staff training on attendance policy and specific attendance officer training to ensure requirements of role are fully met.</p>	<p><b>Contribution to staffing costs</b></p> <p>Senior Leadership: £  Middle Leadership: £  Pastoral Lead: £  Attendance Officer: £</p> <p>Resources/Rewards: £</p> <p>CPD: £</p>	<p>Attendance figures show no gap between PP vs Non PP students.</p>
<b>7. Build strong partnerships with parents of PP students</b>			
<p>A. Positive and supportive parents are crucial to encouraging high attendance.</p> <p>B. Parental input into the most appropriate provision will help it to be successful.</p>	<p>Extend outreach initiatives from staff to parents (coffee mornings, home visits, and phone calls).</p> <p>Track and monitor parental engagement (attendance at Parents Evenings, Parent Information Evenings and school events).</p>	<p><b>Contribution to staffing costs:</b></p> <p>Senior Leaders: £  Middle Leaders: £  Pastoral Lead: £  External support: £</p>	<p>All PP parents to attend at least one face to face meeting to discuss the progress of their child during the year.</p> <p>Attendance rates at parents evenings and parents information</p>

<p>C. Close relationships between school and parents helps make additional support for students successful.</p> <p>D. Greater parental involvement will support students to make better progress.</p>	<p>Harness parent voice in developing our PP Strategy further in the future via surveys and 'forum' opportunities.</p> <p>Positively engage parents in any necessary learning / behaviour / attendance support (via email, letter, phone call or face-to-face meeting).</p> <p>Ensure parental information evenings encourage sharing of information/choices for PP pupils that are sufficiently aspirational.</p>		<p>evenings show no gap between PP vs Non PP parents.</p>
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