

# Shire Oak Academy Pupil premium strategy statement 2019-20

Including review of spend 2018-19

1. Summary information					
School	Shire Oak Academy				
Academic Year	2019-20	Total PP budget	£341,275	Date of most recent PP Review	October 2019
Total number of pupils	1457	Number of pupils eligible for PP	365	Date for next internal review of this strategy	October 2020

PP Students by Year Group	Male	Female	Total
7	51	37	88 (38%)
8	48	36	84 (35%)
9	29	54	83 (29%)
10	36	44	80 (31%)
11	39	37	76 (30%)
KS5	8	13	21 (9%)
<b>Overall Total</b>	211	221	432

2. Current attainment (Please note that these figures are not yet validated)				
	Pupils eligible for PP 2018-19	Pupils eligible for PP 2017-18	Comparison 2018-19 to 2017-18	National Pupils not eligible for PP 2018-19 (**SISRA Collaboration Data 2018-19 used)
% achieving 9-4 EM	48.1%	34.7%	↑	71%
% achieving 9-5 EM	20.4%	19.4%	↑	49%
% achieving L5+ English	40.7%	34.7%	↑	66.8%**
% achieving L4+ English	63.0%	50%	↑	82.2%**

% achieving L5+ Maths	24.1%	27.8%	↓	55.1%**
% achieving L4+ Maths	61.1%	41.7%	↑	76.9%**
Progress 8 score English (2018-19 Estimate)	-0.71	-0.86	↑	0.08
Progress 8 score Maths (2018-19 Estimate)	-0.48	-0.59	↑	0.09
Progress 8 score Ebacc (2018-19 Estimate)	-0.78	-0.88	↑	0.11
Progress 8 score Open (2018-19 Estimate)	-0.57	-0.37	↓	0.09
Progress 8 score average (2018-19 Estimate)	-0.64	-0.64	↔	0.1

### 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.	That all students have access to a consistent and high standard of teaching & learning: The quality of teaching and learning is inconsistent across subject areas (Ofsted 2018), although there has been progress in this area this was still an area for reflection in the QA from the Mercian Trust June 2019.
B.	Lower levels of literacy on intake. On average 1/3 of DA students on entry have a KS2 Reading Scaled Score of below 100. According to our historic internal testing using Accelerated Reader, the reading ages of DA students compared to non-DA student are weaker on entry by an average of 8 months.
C.	Behaviour issues amongst pupils eligible for PP are proportionately higher than for other pupils (Average behaviour points per pupil during academic year 2018-19 PP was 45.7 compared with non-PP 25.7)
D.	Exam confidence is a concern, on average only 52% of our DA students have strong exam confidence (Edukit Questionnaires 2018-19)
E.	Aspiration and motivation to learn is a concern with on average 35% of DA students showing that they do not have strong aspirations (Edukit Questionnaires 2018-19)

#### External barriers (issues which also require action outside school, such as low attendance rates)

F.	Attendance rates for PP students are below the national target and persistent non-attendance is also above the national figure. This reduces their school hours and causes them to fall behind.
G.	According to current data from the Office of Students, Shire Oak Academy (WS9) falls into the bottom quintile for participation in education (see website). These suggest that aspiration regarding education in the WS9 postcode is significantly low.
H.	Parental engagement for some of our DA students is low. Attendance at parents evenings and information evenings still need to improve.
I.	Social and emotional barriers: Many disadvantaged students evidence low self-esteem and mental health issues.

### 4. Desired outcomes (desired outcomes and how they will be measured)

#### Success criteria

<p>1. To ensure that the progress of DA pupils in all years are at least in line with FFT50 estimates, with FFT20 estimates as an aspirational measure. Estimates are shown in the success criteria. Internal assessment data will be used to track against these estimates. HPA DA students will be carefully tracked to ensure gaps are diminishing.</p>	<ul style="list-style-type: none"><li>● Year 11 DA<ul style="list-style-type: none"><li>○ School FFT A8 target is 3.9</li><li>○ FFT 50 A8 target is 4.2</li><li>○ School FFT target at Grade 5+ in maths and English is 22%</li><li>○ FFT 50 target at Grade 5+ in maths and English is 29%</li><li>○ School FFT target % 5+ GCSEs Grade 7-9 is 5%</li><li>○ FFT 50 target % 5+ GCSEs Grade 7-9 is 8%</li></ul></li><li>● Year 10 DA<ul style="list-style-type: none"><li>○ School FFT A8 target is 4.2</li><li>○ FFT 50 A8 target is 4.5</li><li>○ School FFT target at Grade 5+ in maths and English is 29%</li><li>○ FFT 50 target at Grade 5+ in maths and English is 37%</li><li>○ School FFT target % 5+ GCSEs Grade 7-9 is 8%</li><li>○ FFT 50 target % 5+ GCSEs Grade 7-9 is 12%</li></ul></li><li>● Year 9 DA<ul style="list-style-type: none"><li>○ For at least 70% of DA students to be making expected progress.</li><li>○ School FFT A8 target is 4.2</li><li>○ FFT 50 A8 target is 4.5</li><li>○ School FFT target at Grade 5+ in maths and English is 30%</li><li>○ FFT 50 target at Grade 5+ in maths and English is 38%</li><li>○ School FFT target % 5+ GCSEs Grade 7-9 is 7%</li><li>○ FFT 50 target % 5+ GCSEs Grade 7-9 is 11%</li></ul></li><li>● Year 8 DA<ul style="list-style-type: none"><li>○ For at least 70% of DA students to be making expected progress.</li><li>○ School FFT A8 target is 4.4</li><li>○ FFT 50 A8 target is 4.6</li><li>○ School FFT target at Grade 5+ in maths and English is 34%</li><li>○ FFT 50 target at Grade 5+ in maths and English is 43%</li><li>○ School FFT target % 5+ GCSEs Grade 7-9 is 9%</li><li>○ FFT 50 target % 5+ GCSEs Grade 7-9 is 13%</li></ul></li><li>● Year 7 DA<ul style="list-style-type: none"><li>○ For at least 70% of DA students to be making expected progress.</li><li>○ School FFT A8 target is 4.2</li><li>○ FFT 50 A8 target is 4.5</li><li>○ School FFT target at Grade 5+ in maths and English is 31%</li><li>○ FFT 50 target at Grade 5+ in maths and English is 41%</li><li>○ School FFT target % 5+ GCSEs Grade 7-9 is 7%</li><li>○ FFT 50 target % 5+ GCSEs Grade 7-9 is 11%</li></ul></li></ul>
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<p><b>2.</b></p>	<p>All curriculum areas will provide consistently good and better quality teaching and learning and provide interventions to ensure that Disadvantaged pupils make progress in line with Other pupils, with a focus on:</p> <ul style="list-style-type: none"> <li>● High expectations</li> <li>● Targeted questioning</li> <li>● Promoting thinking, discussion and communication skills</li> <li>● High quality marking and Feedback</li> <li>● Challenge</li> <li>● Literacy skills</li> </ul> <p>Pupil assessment information is used to plan learning which fully meets the needs of all groups of disadvantaged pupils, including the needs of the most-able.</p> <p>Work set for all disadvantaged pupils consistently provides a high level of pace and challenge.</p> <p>All teachers have high expectations of the quality of disadvantaged pupils' work in all subjects and all year groups.</p> <p>There is a stronger reading culture and the importance of reading is raised across the Academy.</p>	<ul style="list-style-type: none"> <li>● Data from learning walks shows improvements in percentage of staff judged to be good or better based on the end of 2018-19 QA data, we expect to see that our internal learning walk information shows at least: <ul style="list-style-type: none"> <li>○ Planning &gt; 80%</li> <li>○ Questioning &gt; 75%</li> <li>○ Engagement &gt; 80%</li> <li>○ Behaviour management &gt; 90%</li> <li>○ Stretch &amp; Challenge &gt; 75%</li> <li>○ Effective Feedback &gt; 75%</li> </ul> </li> <li>● Staff that are not effective in the classroom will be put on pre-action plans and will work with the Teaching and Learning Coaches to make improvements. The success of this will be for them to be taken off their action plan.</li> <li>● Increased use of IRIS as a self reflection tool across the academy.</li> <li>● Greater identification of students at risk of underachieving in each year group will be shared with staff, and a team of Raising Achievement Coordinators will be put in place to ensure that these students remain high-profile across the academy.</li> <li>● HPA monitoring shows that the quality of T&amp;L is strong for these students, particularly those that are disadvantaged.</li> <li>● All students will be given an aspirational target as well as their FFT50 target in KS4 to help raise their aspirations.</li> <li>● Reading ages of DA students falls more in line with non-DA students. The gap on entry is approximately 8 months and data will need to show that this is closing.</li> </ul>
<p><b>3.</b></p>	<p>To improve the levels of literacy across the academy, with a focus on KS3 DA students and students joining the academy in Year 7.</p>	<ul style="list-style-type: none"> <li>● DA students reading age to be in line with non-DA students. The gap on entry is approximately 8 months. Termly tracking data will show this to be closing.</li> <li>● Lexia data will show improvements for all students working on that programme (Years 7 and 8 students), termly progress data will show clear impact on students eligible for PP and especially those eligible for Year 7 catch-up premium.</li> </ul>
<p><b>4.</b></p>	<p>To improve/embed a behaviour policy that enables us to show proportionally less behavioural issues for disadvantaged students.</p>	<ul style="list-style-type: none"> <li>● A new behaviour policy to be introduced in September 2019.</li> <li>● This policy will allow closer tracking of areas of concern with the aim of DA students to be in line proportionally with non-DA students.</li> </ul>
<p><b>5.</b></p>	<p>To raise the aspirations and confidence of our students from disadvantaged backgrounds.</p>	<ul style="list-style-type: none"> <li>● Learning Performance impact questionnaires show positive outcomes for the majority of DA students that take part.</li> <li>● Edukit Wellbeing surveys show an improvement from the average of 65% for aspirations and 52% for exam confidence.</li> <li>● Continued support from the Success Centre and Acorn/Oak centres for our most vulnerable students.</li> </ul>

6.	To ensure greater engagement from parents of disadvantaged pupils at parents evening & information evenings.	<ul style="list-style-type: none"> <li>For our average attendance for DA parents at parents evenings and information evenings to be &gt;73% which was our average attendance in 2018/19</li> </ul>
7.	To improve the average attendance of DA students to equal or above national averages. To reduce persistent absence of DA students	<ul style="list-style-type: none"> <li>Average attendance of DA students to be &gt;95%</li> <li>Persistent absence of DA students to be &lt;10%</li> <li>Attendance at the Learning Lobby for our persistent non-attenders to be &gt;90%</li> </ul>
8.	To improve the transition of disadvantaged students into Shire Oak Academy,	<ul style="list-style-type: none"> <li>Improved data collection sheet from Primary Schools to include details of interventions that any student eligible for PP has had during year 6 and previously.</li> <li>Yr7 RAC project shows positive outcomes for the students involved.</li> <li>Evidence in first data drop shows minimal loss of progress for PP students based on students on or above track data. We would like this to be at least 75% of Yr7 PP students to be on or above track.</li> <li>Edukit surveys for PP students show feelings of school life to be &gt;60% in the Autumn term and this trend continues throughout the year.</li> </ul>
9.	To improve the mental well being of all of our students including those from disadvantaged backgrounds.	<ul style="list-style-type: none"> <li>Edukit surveys for all PP students 2019-20 show improvements in the following areas: <ul style="list-style-type: none"> <li>Self Esteem &gt;70%</li> <li>Emotional State &gt;60%</li> <li>Resilience &gt;65%</li> <li>Self Image &gt;60%</li> <li>Aspiration &gt;65%</li> <li>School Life &gt;60%</li> </ul> </li> <li>Success/Acorn/Oak centre to provide case studies to show where support has been successful for disadvantaged students and report on referral figures.</li> </ul>

## 5. Planned expenditure

Academic year

2019-20

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 will you review implementation?	Estimated Cost
1, 2, 3, 4	CPD programme focusing on Moving all	"Quality of teaching is the single most important driver	This is a focus of in-school and cross MAT CPD for the	KN LD JG	Half Termly	£27000

	<p>Learners Forward - this will focus on Planning and Differentiation. Including purchasing a subscription to the CPD Toolkit from The Key.</p>	<p>of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities" - EEF website.</p> <p>The Pupil Premium: How schools are spending the funding successfully to maximise achievement Ofsted 2013</p> <p>Metacognition &amp; Self Regulation +7months - EEF Toolkit</p>	<p>2018-19 academic year. It is a whole school priority also.</p> <p>Half Termly CPD Session Feedback Half Termly Meetings with TLAs Fortnightly meeting with lead TLA Learning Walks Work Scrutiny</p>			
1, 3	<p>To improve the reading ages of all PP children so they are more in line with their peers. Provided their reading age matches their numerical age, the pupils will be able to access a GCSE text by the time they sit their exams using Accelerated Reader for pupils in Years 7-9</p>	<p>When Renaissance Learning conducted a survey, involving over 24,500 Year 10 and 11 pupils across the UK, they found their actual reading ages were on average at least five years below their chronological ages. The average reading age of a GCSE exam paper is 15 years and 7 months. This means that all of the pupils in the survey were not equipped to access their GCSE papers.</p>	<p>Termly reports from the Literacy coordinator on the impact of AR.</p>	TR BA	<p>Termly reports from the Literacy coordinator.</p>	£12500

1, 3	To continue to deliver Lexia as an intervention strategy. This is in its third and final year of subscription and a decision will be made as to whether this is having enough impact during the year.	Improving literacy and numeracy at KS3 is extremely important for students to achieve at GCSE and beyond. According to the Skills for Life National Needs and Impact Survey, DfE, 2003, over half of the adult population, and by extrapolation, over half our school leavers, cannot read proficiently. These statistics indicate that many secondary school students would benefit from remediation reading instruction.	Half termly review from the Lexia coordinator. This will be broken down into PP/Non-PP as well as Catch Up/Non-Catch Up to see if we are making a difference.	GHS KN	Half termly reports from Lexia/Symphony coordinator.	£27500
1, 2	To hold fortnightly Raising Attainment Meetings with key stakeholders to monitor PP students' progress in KS3 and 4. With a particular focus on the core subjects of Maths and English.	We need to continue to keep a close eye on students eligible for pupil premium to ensure that gaps are closing, and that the right interventions are being targeted.	Fortnightly review of progress.	KN	Meetings occur fortnightly. Each year group is reviewed at least once per term.	£5000
1,	To invest in gcsepod as the goto revision tool for all students. Ensuring that use is introduced lower down the school in KS3 for subjects where it is appropriate. We have	GCSEPod is an award-winning, user-friendly and convenient way of providing your students with exactly the subject knowledge they need to succeed, in short, sharp, student-friendly 3-5 minute	Weekly use reports and leaderboard created for Year 11 students.	KN	Reviewed Yearly, but carefully monitored for use weekly.	£21,500 £3,600 per year for 6 years

	agreed a 6 year deal.	chunks. Written by practicing teachers and filtered by exam board, GCSEPod is proven to help improve outcomes – whatever their prior attainment.				
1, 3	Voice 21 Oracy Project	The Voice 21 Oracy Improvement Programme supports schools to develop pupils' use of speech to express their thoughts and communicate effectively. We are joining a local project with approximately 15 other schools	Termly reporting from Literacy coordinator	TR	Reviewed Yearly 2 year project	£4000 for 2 years
<b>Total budgeted cost</b>						£79600
<b>ii. Targeted 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>Estimated Cost</b>
1	One-to-one tuition of Yr11 PP students in Maths and English following mock examinations.	1:1 tuition +5 months progress. 'EEF Toolkit strategies'. EEF Framework 2017	Fortnightly meetings with DOLs and 1-1 staff.	KN BA HH	Begins post-Mock. Fortnightly tracking from DoLs.	£40000
1, 2, 3, 5, 6, 7, 8, 9	To introduce a team of Raising Achievement Coordinators for Yrs 7 - 11, to carefully monitor, track and intervene with 25 of the most underachieving	To work with approximately 25 students in an assigned year group to allow them to reach their potential. To monitor and track the gaps of student groups including those eligible for pupil premium. To manage and drive the use of the PPG,	Each RAC has a specific group of students. We will use baseline data to monitor and check against to ensure gaps are not widening, and are hopefully closing for those students in their year group.	KN BA	Summer 2020 with termly reports	£20000



	students in that year group.	ensuring that those eligible have the correct interventions when required.	Termly impact reports to be given			
<b>1, 3</b>	To continue with the Reading Leaders programme. Disadvantaged and non-disadvantaged 6th form students to be trained up to deliver 1-1 reading sessions with Yr7-9 disadvantaged students. Particularly our LPA students.	The introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.	Termly Reports from Literacy Coordinator.	TR BA	Termly	£3000
<b>7</b>	To continue with the increased hours of the EWO at 8 hours per week. This enhanced local authority attendance support package will help to intervene with chronic DA student absenteeism.	Attendance is identified as a key success factor for student attainment both in-house and by EEF.	Monitoring of this will take place weekly. PP attendance monitored via academic board. Parents of pupils identified as causing concern for attendance refer to EW local authority officer Pupils with chronic attendance issues referred to the local authority for prosecution.	SH	Termly attendance reports and reviews of impact.	£10,000
<b>7, 9</b>	To continue with Form Tutor meetings with all	Attendance is identified as a key success factor for	Monitoring of this will take place weekly.	SH	Termly attendance	£6000

	PP students when returning from absence.	student attainment both in-house and by EEF.	PP attendance monitored via academic board. Parents of pupils identified as causing concern for attendance refer to EW local authority officer Pupils with chronic attendance issues referred to the local authority for prosecution.		reports and reviews of impact.	
<b>1, 5</b>	To continue with Aim Higher Mentoring with Yr 10 Students	The aim of this programme is to help students raise their aspirations, improve their study skills, increase their awareness of higher education and generally support the students by building their self-esteem, motivation and confidence. These students will be tracked over the coming years to see how they perform in their GCSEs and Level 3 studies and if they indeed go on to enter higher education.	Yr10 HPA students to be assigned an Aim Higher mentor by Jan 2019. Programme runs for rest of the academic year. Outcome report expected Summer Term	CT	Summer 2020	£2000
<b>1, 2, 5</b>	To continue with the partnership with Learning Performance to provide a whole-school strategic approach to raising achievement and inspiring a love of	This Partnership is a long-term, whole-school strategic approach to raising achievement and inspiring a love of learning. Throughout the academic year we will work directly with PP eligible students, parents and a	Impact evaluations are created at the end of each session. Improved ASPIRE grades. Improved Exam Confidence in Edukit Surveys. Improved Aspirations in Edukit Surveys	KN	Summer 2020	£8000

	learning with all DA students in all years.	training session with staff on three fundamental areas; Metacognition, Self – Regulation and Resilience, The Whole Child  Metacognition & Self Regulation +7months - EEF Toolkit				
<b>1, 2, 5</b>	To continue with Increased hours of Careers Advisor so that all disadvantaged students get seen at least once over Yr 11.	PP pupils benefit from being better informed about CIAG. Contributes to raising achievement by raising aspirations and motivation Supports inclusion and promotes equality Encourages participation in education and or training beyond 16+ and 18+	Termly reports from CT & Careers advisor	CT GDS	Termly Full review Summer 2020	£7000
<b>1, 2, 3</b>	To help fund the team of Teaching and Learning Assistants for our SEND students, and Pastoral staff, not mentioned in other initiatives.  We will also train staff in the effective use of teaching assistants as part of our CPD programme based on the EEF guidance.	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one	Learning Walk data shows effective use of teaching assistants in at least 90% of walks where a TA has been present.  There are 10 DA students with additional needs in Year 11. Aim is for A8 >2.5 % 4+ EM >8%  There are 7 DA students with additional needs in Year 10. Aim is for	WS JG	Termly Full review Summer 2020	£76500

		additional month's progress lies between these figures.  This will be at most a 30% contribution based on the average percentage of PP students currently in the academy.	A8 >2.8 % 4+ EM >12%  In KS3 we would like all DA students with additional needs to be making expected progress.			
<b>Total budgeted cost</b>						£172500
<b>iii. Other approaches</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>Estimated Cost</b>
<b>1, 5</b>	To continue to offer The Brilliant Club Scholars Programme for Year 8 students.	The Scholars Programme was identified as an effective use of targeting Pupil Premium funding in an Ofsted report, 'The Most Able Students: An Update on Progress Since 2013'. The Brilliant Club provides its partner schools with a termly impact report outlining the outcomes for all pupils enrolled on The Scholars Programme.	Assembly with students (Nov 19) Launch night to parents (Nov 19) Impact report created at the end of the programme by Brilliant Club.	CD	Summer Term 2020	£18000
<b>1, 4, 5 ,7</b>	Edukit Insight Online Questionnaire	EduKit saves teachers time by helping them understand school-wide priorities in pastoral care, identifying gaps in provision and providing instant access to	Students will complete wellbeing questionnaires on a termly basis. Initial questionnaire to be completed in Autumn 2 This allows for tracking of wellbeing and helps identify	KN	Termly	£3700

		impactful local supplementary support.	areas of support and barriers to learning.			
<b>5, 7, 9</b>	Music Tuition for PP students - to enable disadvantaged students to afford the extra curricular music tuition.	“The evidence supporting the academic impact of learning to play an instrument is particularly promising.” - EEF Toolkit Arts interventions have educational value in themselves, but they are not, on average, a highly effective way to raise core academic attainment. - EEF Toolkit	Students that wish to learn an instrument, but require additional funding apply to the head of music.	MU	Reviewed Yearly	£3500
<b>7</b>	Pastoral Uniform Budget	We uphold a very clear uniform policy at Shire Oak Academy. As such any disadvantaged student that requires help in purchasing aspects of uniform is given it. This can be a trigger for non-attendance.	Parents apply in writing to the Assistant Principal - Pastoral for additional funding. Attendance of those students remains above national standard.	KN SH	Reviewed Yearly	£3000
<b>7</b>	Funding for Academic Trips.	We are wanting to ensure equity is available. No student should miss out on curriculum trips because they cannot afford to pay.	Parents can apply for funding for coursework trips directly to the heads of department running the trip.	KN DoLs	Reviewed Yearly	£3000
<b>1 &amp; To ensure that there is continued equity for all students regardless of background.</b>	Yr 11 Exam Kits	To ensure that all students are fully equipped for their exams.	All PP students will have access to an exam kit with the essential equipment during the 2019-20 exam season.	KN	Reviewed Yearly	£100
<b>1 &amp; To ensure that there is continued</b>	Departmental Bids	Each department has different needs and can	Departments can bid for extra funding to enable PP	KN	July 2020	£15000

<p>equity for all students regardless of background.</p>		<p>provide different experiences for the students at the academy, some of which our most disadvantaged will not have experienced. We believe that offering this extra fund (which has to be bidden for and evaluated) is good use of the funds</p>	<p>students to make accelerated progress. Bids have to be in writing and evaluations completed Summer 2019</p>			
<p><b>1, 4, 7</b></p>	<p>To introduce a breakfast service session at 8 am every morning. This will be a "Working Breakfast" an area for students to complete homework and get some breakfast. This will trial in the Winter term after October Half term.</p>	<p>Poor diet in childhood is associated with poor child and adult health. Missing breakfast may have adverse health effects in the long term, and adverse educational and social effects in the short term. Eating breakfast has been associated with improved academic outcomes, improved concentration, increased school attendance, decreased school lateness and improved mood at school. Breakfast schemes can provide a safe place for children and improve their mental health and wellbeing. 'Nutrition and Student Performance at School' Journal of School Health (2010) 'Breakfast consumption in UK schoolchildren and</p>	<p>Aim to see a reduction in Homework consequences for students that attend. Attendance of disadvantaged students &gt;92% during winter term.</p>	<p>KN GHS ONC</p>	<p>Reviewed December 2019 with a view to continue for the rest of the year</p>	<p>£5000</p>

		provision of school breakfast clubs.' Nuffield (2015) 'Mental Health and Well Being', DFE (2013).				
<b>5, 6</b>	To ensure that all parents evenings and information evenings are widely publicised with enough notice through our various platforms (website, email, social media)	"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes." - EEF Toolkit +3months	Attendance of disadvantaged students at parent events to be greater than 80%. This will be a 7% uplift on last years figures.	CY KN	April 2020	£500
<b>5, 6</b>	To ensure that all parents of DA students are contacted by phone to encourage attendance to the after school events. Any parents that do not attend the event to be phoned after to give a brief summary - this will then count as attendance.	"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes." - EEF Toolkit +3months	Average attendance of disadvantaged students at parent events to be greater than 80%. This will be a 7% uplift on last years figures.	SH	April 2020	£1000
<b>1, 5, 7, 9</b>	Oak/Acorn/Success Centre - this dedicated resource works with all students with behavioural, social and emotional issues. A number of our PP students use the centres.	Behaviour interventions seek to improve attainment by reducing challenging behaviour. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in	Impact reports on PP students behaviour to be provided termly	SH	Termly	£30000

		problematic behaviours - EEF Toolkit				
1, 2	NACE (National Association for Able Children in Education) Membership	<p>NACE works with member schools, education leaders and practitioners to improve provision for more able learners, driving whole-school improvement and raising achievement for all.</p> <p>NACE believes that all able children and young people, regardless of background, should be recognised and have the opportunity to realise their potential. They offer practical resources, support and CPD to help schools review and improve the quality of policy and provision for more able learners within a context of challenge and high standards for all.</p>	<p>Minutes of meetings from HPA working group.</p> <p>Feedback from ELT member at SLT/ELT meetings</p> <p>Summer Term report</p>	CD	Summer 2020	£1500
8.	To improve the transition of pupils from Yr6 to Yr7 in the academy.	<p>“According to Galton et al (1999) almost 40% of children fail to make expected progress during the year immediately following a change of schools, and DfE data from 2011 shows that average progress drops</p>	<p>Feedback from Success/Oak/Acorn centres about Year 7 referrals.</p> <p>Improved documentation for the data collection process that takes place May-June 2020.</p>	<p>KYS SH</p> <p>SH HoY7</p> <p>KN</p>	Summer 2020	£5000



		between KS2 and KS3 for reading, writing and maths. Moreover, the effects of transition are amplified by risk factors such as poverty and ethnicity. Those pupils eligible for PP are therefore among those most likely to suffer when they change schools” SecEd September 2019	Yr7 RAC project shows positive outcomes			
5.	Motivational Talks from outside speakers to Year 11. Focusing on Goal Setting and Aspirations.	Recent research evidence suggests that careers guidance talks an aspirational talks can have a significant impact on disadvantaged students.	Students feedback from talks given.	KN	Summer 2020	£1000
<b>Total budgeted cost</b>						£90300

## 6. Review of expenditure

**Previous Academic Year**

**2018-19**

### Desired Outcomes

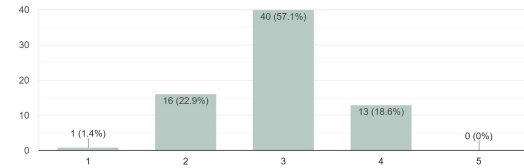
- A. PP progress 8 estimates to be  $\geq -0.64$  for Yr 11 students. PP progress in other years to be at least in line with non-PP
- B. HPA and MPA PP students to achieve target grades in Maths and English
- C. Proportionally less behavioural issues for disadvantaged students.
- D. All curriculum areas will provide consistently good and better quality teaching and learning and provide interventions to ensure that Disadvantaged pupils make progress in line with Other pupils
- E. Yr 7 students with low levels of literacy and lower CATS scores identified early and the right intervention is given.
- F. Average attendance of PP students to increase to equal or above national. To reduce persistent absence of PP students
- G. To raise the aspirations of our students from disadvantaged backgrounds.
- H. Greater engagement from parents of disadvantaged pupils at parents evening & information evenings
- I. To ensure that all students including our disadvantaged have access to the right emotional and wellbeing support.

### 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
A, B, D, E	To improve the reading ages of all PP children so they are more in line with their peers. Provided their reading age matches their numerical age, the pupils will be able to access a GCSE text by the time they sit their exams using Accelerated Reader for pupils in Years 7-9	<p>The residuals, overall, do look positive, with both PP and non-PP pupils making positive progress with their reading ages.</p> <p>Our year 7 PP cohort came into us with an average reading age of 10.02. This is now at 10.05. However, our non-PP group came with an average of 11.01 and are now at 11.07. This means that the gap has widened (from September) from 0.11 to 1.2.</p> <p>Our year 8 PP cohort came to us (in year 7) with an average reading age of 9.80, while our non-pp were 10.06. Year 8 PP are currently at an average of 11.06 (+1.10), while non- PP are at 12.05 (+1.11). This means the gap has closed slightly from 0.10 to 0.9.</p> <p>Our year 9 PP cohort came to us with an average reading age of 9.10 and are now at 12.04 (+2.06). Their non-PP counterparts were at 10.7 and are now at 12.10 (+2.07). The gap was at 0.9 and is now at 0.6.</p>	<p>The gap in year 7 has widened this year. I do think that this is partly because we didn't have a launch night in September whereby parents could log in to Accelerated Reader and see how they can monitor it as parents. I do feel that more parental engagement will help with figures next year. For this reason, we are going to do an evening, separate from the year 7 information evening, to launch AR. If parents can see that their children aren't passing quizzes/ aren't quizzing regularly, they will be able to have that dialogue with their children at home. We cannot say that this will be the case for every single year 7 pupil, but at least we can provide the opportunity. This can be reassessed and compared with this year 7 cohort at the end of the next academic year.</p> <p>The gap is beginning to close with year 8, who have another year left on the programme. This is promising as it suggests that, by the end of next year, this gap should be smaller still.</p> <p>The gap has closed for our year 9 pupils, who are finishing the programme this year. This is very good</p>	£12500

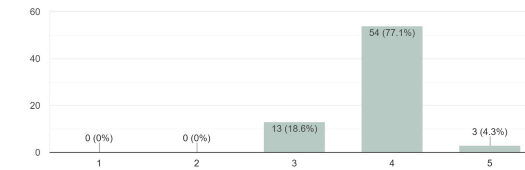
			<p>to see as reading skills are vital for their GCSE exams.</p> <p>Moving forward, we will be looking to re-launch AR in September and reward reading further in school. Pupils will have loyalty cards for the library, whereby they will get points for engaged minutes. This will then buy them a ticket for lunch in the local and a film afternoon at the end of term. There will be an early assembly to promote these changes.</p> <p>We are also looking at getting in Matt and Tom Oldfield, who have written books about 'Ultimate Football Heroes' that are constantly out of the library. We aim to run sessions (ideally in the Autumn term) with boys in year 7, 8 and 9.</p> <p>For the girls, I have inquired about Cathy Cassidy (who was at the oracy project) and getting her in during the Autumn term.</p> <p>Author talks and workshops saw a spike in engagement with year 9 this year, so would be a great way to relaunch this in the new year.</p> <p>We will also be pushing the Reading Leaders Programme. Each form will have a Reading Leader and they can</p>
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			<p>be responsible for promoting reading across the school. We can also use these pupils for surveys about engagement during form time.</p> <p>There will be a meeting with form tutors on the first day back to give clear instructions on how to read the AR reports. In every form classroom, there will be visible displays of who their top reader is, to encourage a competitive atmosphere.</p> <p>We will be continuing with the £5 Amazon gift vouchers and the Kindle incentive for the end of the year too.</p>	
A, B, E	Lexia/Symphony	<p><b>Lexia</b></p> <p>Since the introduction of Lexia Power Up we have seen much better progress than in its previous form. The data at current is still limited as the programme has not been running for that long, so it is difficult to comment on progress. In year 7, CUP appears to have the most pupils on the advanced level as well as Year 8 PP which is brilliant progress. In comparison to Spring Data, for both Year 7 and 8, PP and CUP have made the most significant amount of progress with a higher percent increase from foundational to intermediate level which shows their improvement in skill. This could be down to the increase in usage compared with the NCUP and NPP pupils.</p> <p><b>Symphony</b></p>	<p>We are seeing greater gains from using Lexia as opposed to using Symphony. We are entering our third and final year of our current agreement with the company.</p> <p>For this year we will continue to use Lexia with year 7 and 8 sets 3 &amp; 4 once over the fortnight. For students in sets 5 and skills club this will continue as once a week.</p> <p>We will no longer use Symphony with sets 3 &amp; 4 and will limit the use with sets 5 and skills club.</p> <p>At renewal we will be seriously reconsidering this initiative. It is likely that we will only get licenses for our weakest students.</p>	£27500

		<p>From the data, it is evident that all four groups in Year 7 have made great progress this year and there is only a small margin in progress between NCUP, NPP compared with PP and CUP. Introducing Symphony in Skills Club lessons has increased the pupils usage with the programme contributing to their overall progress. With the Year 8 data however, it shows a large margin between NCUP, NPP and PP and CUP. NPP and NCUP have made significant amounts of progress roughly 10% more. This could be down to the activities as they progress becoming more difficult for the lower ability pupils to access, therefore needing it to be broken down more compared with the higher ability pupils.</p>																				
A, B, D	CPD programme focusing on Stretch & Challenge for all.	<p>Our 2018-19 focus was improving the level of stretch and challenge in lessons. Staff questionnaires showed a good shift in understanding and practically all staff (94%) engaged fully in the programme trying out new ideas.</p> <p>1. Before the Stretch &amp; Challenge focus how confident did you feel that all students were stretched in your lessons?</p> <p>70 responses</p>  <table border="1"> <thead> <tr> <th>Confidence Level</th> <th>Number of Responses</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1.4%</td> </tr> <tr> <td>2</td> <td>16</td> <td>22.9%</td> </tr> <tr> <td>3</td> <td>40</td> <td>57.1%</td> </tr> <tr> <td>4</td> <td>13</td> <td>18.6%</td> </tr> <tr> <td>5</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Confidence Level	Number of Responses	Percentage	1	1	1.4%	2	16	22.9%	3	40	57.1%	4	13	18.6%	5	0	0%	<p>Quality first teaching is still the best way of increasing the progress made by disadvantaged students. As such CPD to improve teaching will continue to be a priority for the academy. In 2019-20 the Teaching and Learning communities, through the use of IRIS and meetings will look to continue to address stretch and challenge in the classroom, focusing on planning and differentiation.</p>	£26000
Confidence Level	Number of Responses	Percentage																				
1	1	1.4%																				
2	16	22.9%																				
3	40	57.1%																				
4	13	18.6%																				
5	0	0%																				

2. After the Stretch & Challenge focus how confident do you feel that you are stretching all students in your lessons?

70 responses



Learning Walk data showed improvements in the level of stretch and challenge being observed being judged good or better was at 78%, with 68% of our teaching overall being judged as good or better. There are clearly still improvements that need to be made, and this was highlighted during the MAT Quality Assurance, and HPA progress is still low from our 2018-19 exam results. Improving the quality of teaching and learning remains high priority for this strategy.

A, B, D, E, F, G, I

Academic board meetings with key stakeholders to monitor PP students' progress KS3 & 4. Review of individual progress to ensure PP students are able to achieve +Progress 8 outcome.

These meetings proved useful in terms of discussing a cohort of students, but the impact was limited.

Discussion of the whole cohort of PP students will continue as part of the RA meetings that we have. Smaller cohorts "Shire Oak 25s" for each year group will be identified and these will be monitored, tracked and intervened by a team of Raising Achievement Coordinators from September 2019.

£5000

A, B

One-to-one tuition of Yr11 PP students in Maths and English following mock examinations.

**Maths**  
PP students participated in 1-2 sessions with three different tutors. Overall, the following happened for all PP students who undertook these tutoring sessions:

**Maths**  
The form intervention worked well, and will continue this year, although with more of a focus on choosing PP students. As students will not be

£25000

		<p>16% of pupils who received tuition achieved a grade above their target, 36% of pupils achieved their target grade. 33% of pupils achieved a grade that was 1 grade below their target. 13% of pupils achieved a grade that was 2 grades below their target. 2% of pupils achieved a grade that was 3 grades below their target.</p> <p>PP students were also selected to participate in the maths intervention form along with non PP students. This enabled them to drop an option subject and study extra maths in that option block, along with doing maths every morning with an experienced member of the maths department.</p> <p>The PP results improved between the last data drop in SISRA and the GCSE exams, showing that these interventions worked. However, the non PP increase was greater than the PP increase which led to a widening of the gap.</p> <p>HPA PP students overall achieved a SPI of -0.86. This is below what was required from the PP strategy for Shire Oak. Two sets (s1 and o4) had positive SPI for the HPA PP students but the other classes were all negative SPI.</p> <p>MPA PP students achieved a SPI of -0.52, which again is below the requirement from the PP strategy. Two</p>	<p>removed from option blocks it allows us to be able to choose from a larger block of students.</p> <p>1-2 will hopefully happen again but will be monitored more closely. Tutors that were ineffective will not be used. Ideally we would like to start this earlier and work with the 2 tutors that we know from the data above get results.</p> <p>Tracking sheets were used this year but not consistently by tutors or by staff, this year, greater emphasis on these tracking sheets will be placed to ensure we can monitor what is being taught and the impact it has closely. There is some good teaching of PP students in the department, but there is also great variability, a more focused use of CPD to the entire department by these teachers will be used this year to try to reduce the gaps.</p> <p>In 2019-20, a TLR holder will monitor PP students more closely throughout all year groups to try to ensure that we can narrow the gap between PP and non PP students. There will also be dedicated meeting time in department to focus on the teaching techniques that worked for the HPA and MPA teachers with positive or 0 SPI in order to try to reduce variability within teaching in the department.</p>	
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classes (o3 and s3) had positive SPI but there were a few classes that were also close to 0 which improved the overall figure.

Lower band PP students had a positive SPI of 0.52.

**English**

36 students in the 1-2 cohort.  
8% decreased a grade compared to what they achieved in the mock exam.  
31% gained the same grade as the mock - this could have been down to the significantly raised grade boundaries.  
22% improved by two grades compared to what they achieved in the mock.  
Having the 1-2 intervention did have a positive impact upon the students involved.  
However, only 36% achieved their target.

Based on the mock data, intervention had to be put in place with certain students in order to help them achieve. The selection of students was focused upon those pupils who were achieving in maths and the students who had not gained a grade 4 in Literature the previous year.

The attendance of some students was not as positive as it could have been - tutors always had a pupil to teach due to the pairing system but not all students received their full cohort of lessons.

**English**

This style of intervention does have an impact but it needs to have more impact. On the whole, grades do increase. However, the pupils need to be closer to their target grade. Despite the increased grade boundaries, this intervention measure has been more successful than the previous year. The selection of the students continues to be the key to ensuring the success of this intervention strategy.



		Upon investigation of the grades obtained by the individual students, the grade they obtained for English Language was inline with what they obtained in their other subjects - therefore inline with their ability. The grade was, in most cases, their highest grade.		
A, B	Targeted English intervention with PP & LAC students in all years with a HLTA	Sadly the HLTA left. There has been some provision for LAC students provided by some members of the English department, but this was not as rigorous or as frequent as previously.	There are no plans to appoint a new HLTA for September 2019. The English department will look towards other ways of intervening with this important group of students.	£6700
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
G	Increased hours of Careers Advisor so that all disadvantaged students get seen at least once over Yr 11.	As of July 2019, all of Year 11 PP students had been seen by the careers advisor. Some on multiple occasions. Current destination data: Shire Oak Academy 6th Form = 20 College = 30 Apprenticeships = 3 Other (Not Ready - Teenage Parent) = 1 We are still waiting for a destination confirmation from one student. This could be the greatest number of PP students to enter our 6th form for a considerable amount of time.	Giselle has worked hard with this year group. We will continue to fund the extra hours of support that she provides.	£7000
A, E, G	Reading Leaders programme. Disadvantaged and non-disadvantaged 6th form	67% of the Year 7 students selected for the programme have improved their	We do feel that this scheme could be more successful if 6th form pupils were allocated time for the programme. The	£3000

	<p>students to be trained up to deliver 1-1 reading sessions with Yr7 disadvantaged students. Particularly our LPA students.</p>	<p>reading since joining the programme in November.</p>	<p>biggest barrier at the moment is that we are relying on 6th formers giving up their own time to support the pupils. There is then the added problem of their frees having to match when these pupils are in their English skills and Library lessons. It has been difficult to 'pair up' pupils with the 6th formers.</p> <p>6th form students will have to do more voluntary work as part of their contract to join from September. Year 12 will also all be in school from 8:30 am every day so this should work better next year.</p> <p>We will be pushing the Reading Leaders Programme next year. Each form will have a Reading Leader and they can be responsible for promoting reading across the school. We can also use these pupils for surveys about engagement during form time.</p>	
A, F, G, I	<p>Breakfast Club for the targeted group of pupils. To ensure that PP students have the necessary breakfast so that they can concentrate fully in lessons to access the curriculum.</p>	<p>Attendance to breakfast club fluctuated significantly during the year. It was at its highest during Winter term and at its lowest during Summer term with a maximum of 7 students attending. Breakfast club fills its purpose as a safe place for our vulnerable pupils, however we need to see a significant improvement in numbers to justify the cost.</p>	<p>Identification of the vulnerable pupils in year 7 needs to happen sooner. We are looking to change the style of Breakfast Club from 2019. We will be allowing students to attend "The Working Breakfast" it will be a place where homework can be completed as well as getting breakfast for about £1. This will be covered by the PP budget if students are FSM.</p> <p>There will be an increase in costs but hopefully creating a space where all</p>	£6250

			students can benefit will be a good thing.	
F	To further increase the number of hours of the EWO from 5 to 8. This enhanced local authority attendance support package will help to intervene with chronic PP student absenteeism.	<p>PP attendance in each year group is as follows:</p> <p>Year 7 - 94.0%</p> <p>Year 8 - 92.1%</p> <p>Year 9 - 92.1%</p> <p>Year 10 - 90.7%</p> <p>Year 11 - 88.7% (up to 24/5/19)</p> <p>Removing Year 11 from the figures Overall - 92.0%</p> <p>This percentage is a slight increase from last term and is above the 2018 figure for PP absence. All HoY have a hitlist of students to focus on and this appears to be having an impact alongside the 100% emails that are being sent.</p>	<p>We made gains with PP attendance over the course of 2018-19. It is our aim to improve this further during 2019-20.</p> <p>The impact of the EWO was strong and with continued use we can improve this even further.</p>	£10000
F, I	Form Tutor meetings with all PP students when returning from absence.	<p>PP attendance in each year group is as follows:</p> <p>Year 7 - 94.0%</p> <p>Year 8 - 92.1%</p> <p>Year 9 - 92.1%</p> <p>Year 10 - 90.7%</p> <p>Year 11 - 88.7% (up to 24/5/19)</p> <p>Removing Year 11 from the figures Overall - 92.0%</p> <p>This percentage is a slight increase from last term and is above the 2018 figure for PP absence. All HoY have a hitlist of students to focus on and this appears to be having an impact alongside the 100% emails that are being sent.</p>	<p>We made gains with PP attendance over the course of 2018-19. It is our aim to improve this further during 2019-20.</p> <p>Meetings with the students were effective, but other strategies of emails home for 100% attendance have also helped to make an impact on attendance.</p>	£6000

G, I	Aim Higher Mentoring with Yr 7 and Yr 10 Students	<p>We ran the Aim Higher mentoring with two different year groups, year 7 and year 10.</p> <p>I have to say that we were extremely disappointed with this programme this year and the impact it had, especially with year 7 students.</p> <p>In year 10 we had the most successful acceptance to the Unifest programme and part of the meetings was focused on writing the student statements for their applications.</p> <p>We have not got an impact report for these cohorts of students as the pre-mentoring questionnaires were not completed.</p>	<p>The service from UCB is free, the costs come from the coordination here at school.</p> <p>I do think that this could be an extremely useful programme if it can be carefully monitored in terms of impact. It will be sitting more alongside our careers team in 2019-20 and I hope we see a greater impact.</p>	£2000
A, B, C, G	Mentoring of Yr11 PP students by SLT/ELT and teaching staff	<p>TAPS 4.08 APS 3.06</p> <p>13 of the 30 students chosen for mentoring did better in their GCSEs compared to the predictions at the end of year 10, the remaining students actually performed worse.</p> <p>We do have to look at individuals however, and it has worked particularly well with some excellent performances. Some students were just too far away from their targets when the programme began.</p>	<p>The clear question raised here is if mentoring is actually working and worth the time resources that we are putting in.</p> <p>Issues including mentoring meetings not taking place (or at least not being recorded). There is also a concern that the staff being used were not necessarily paired with the right students. The lead teacher feels that mentoring in its current form is no longer productive and a rethink is needed.</p> <p>It is unlikely to continue in its current form.</p>	£8000
A, B, G, H	Learning Performance Partnership	Learning Performance ran a series of workshops for all students eligible for PP regardless of ability. These focused on	The partnership was more of a longer term strategy rather than a one year programme.	£7000

		<p>memory techniques and study skills, but also looked at metacognition, self regulation and goal setting. Feedback from the students in questionnaires was strong and two individual case studies from students in year 10 show positive impact of the sessions.</p> <p>There is a full impact report available but overall headline figures were:  96% of students rated the presenters good-excellent.  93% of students rated the ideas and strategies as good to excellent.  99% of students said that the workshops were helpful.</p>	<p>We will continue to work with Learning Performance to help raise achievement and aspirations, embed metacognition and resilience into our learning culture and develop successful, independent and resilient learners.</p>	
A, B, C, E, F	<p>Providing a % of salary costs to SEN and Pastoral staff, not covered in other initiatives.</p>	<p>In our 2018/19 cohort there were no DA students on our SEN register. However, these students did require extra support, 3 had an EHCP.  A8 achieved was 2.56 (target was 3.4)  The one EHCP student targeted to achieve 9-4 EM did achieve this.</p> <p>Our 2019/20 cohort has 10 DA students on our SEN register.  Current predictions are that A8 = 1.74 (target is 2.5) with 0% predicted to get 9-4EM (target is 8%). This one student is currently predicted to get a grade 4 in English.</p>	<p>We do feel that teaching assistants need to be used more effectively within the classroom environment. Over the course of 2019-20 we shall be dedicating some of our CPD time to ensure that happens - in line with the guidelines produced by the EEF.</p>	£115000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>A, G</p>	<p>ASPIRE2Uni Programme in association with The Brilliant Club.</p>	<p>ASPIRE2UNI (Year 8) - 19 Pupil premium students, 42 students in total. Students undertook a 6 tutorial scheme of work based on University criteria to an A-level standard of work, culminating in an assessed piece of work (2000 words). Of the total number of students we had 4 fail to submit (2 PP's). Further to this we had 3 who failed the floor standard to pass the assessment (1 PP) with all other students passing the course:  17 number of 2:2  18 number of 2:1  5 number of 1:1</p> <p>Therefore I believe on the whole this was a hugely successful cohort for ASPIRE2UNI, of whom were the largest group (quadruple the size of normal cohorts) to have ever attempted the courses. Judging by previous year groups, this should be a huge tool in these students progressing further in their school academia and must now be continually monitored to ensure long term impacts.</p>	<p>Due to the larger scale investment in this scheme, there have been key lessons learnt in how it can be developed further. First of all, I believe further conversations need to be had with the scheme providers (Brilliant club) about there support and communication, as there were simple issues (access to VLE platform) that were never resolved and led to me agreeing individual ways to get around problems with program tutors. The main lesson learnt however has to be on the dependence of one person to monitor the progression of all students on the course. I believe there will be massive benefits for both students and staff, for individual groups (of which there were 4) to have an in school mentor who would check students progress, submissions and liaise with the tutor involved. This would not be a complex role but more of conscientious role of allowing students to have someone to approach easily and effectively.</p> <p>I wholeheartedly believe that this scheme is beneficial to high ability students, and gives them the tools and platforms to succeed both in the scheme and then in their long term academia. With the development of the evaluation provided, I really believe this program can run smoothly to benefit many more students in the future.</p>	<p>£8150</p>
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C, G, I	Edukit Insight Online Questionnaire	Edukit Insight provides us with strong evidence about how our cohorts are feeling in terms of pastoral care and identifying gaps in provision. Where forms completed the questionnaire consistently we were able to identify areas to work on, particularly around exam confidence and aspirations. We have used it to help identify barriers for our students in 2019/20	We need to make sure that it is completed by as many students as possible. Some form teachers were great at getting their students to complete it but I do believe that there is a slight skew in the results as for some terms we were not comparing like for like data. Training for pastoral staff on using the information fully needs to happen next year. We will continue to use Edukit as a tool across the MAT.	£3700
A, B, G	The GCSE Mindset Programme delivered to Yr 11 students as part of their form time activities.	Form Tutors were trained in early October and booklets given to the students. SH regularly checked the student booklets. There is variation in terms of success, however we did see our percentage of 9-4 EM increase significantly for PP students from 34.7% to 46.3%.	This programme has not had the momentum or success that it did at the start. Form tutors said that time is limited for the programme to be delivered in the right way as they have so many other things to complete. There was also a concern that the Year 11 students were not engaging fully with the programme.  We will be doing parts of this programme during PSE lessons which are being reintroduced in September 2019.	£4500
G	The A Level Mindset Programme delivered to Yr12 students as part of their enrichment programme.	PP Students were automatically signed up to A level Mindset as part of their enrichment program, so were given 1 hour sessions once a week (non-PP students were also able to sign up). This changes on a termly basis. Students	Whilst the program had some excellent resources, it was not suitable for weekly hour sessions. This will be changed for the next academic year, where the resources will be used with form tutors to give short 15mins	£4000

		<p>were given the activities to do during the sessions mainly, with some activities given to do during independent study time. This did help some students (both PP and non-PP) in managing their workload, but it was those that were already seemingly coping academically that were interested in using the advice given from the sessions. There are students that attended these sessions that did not use any of the methods from the program, as they still failed to meet deadlines.</p>	<p>sessions with smaller groups/individual students. It was found that using the resources within monitoring sessions with PP students (and a small amount of non PP) was much more beneficial, as students were more susceptible to use the strategies</p>	
A, B, G	Raising Standards Leaders	<p>There was a raising standard leader for each of years 7, 8, 9 and 11. The RSL for year 10 was sadly off on long term sickness.</p> <p>Each RSL carried out a project based around an area they felt could improve the outcomes of a small group of students. Two of the projects were based on literacy, one based on numeracy and one based on exam technique and mindset.</p> <p>Each project had partial success, but was a step in the right direction.</p>	<p>We feel that the RSL strategy had some successes but became too focused on pastoral issues rather than the focus of raising standards. As such this initiative will come to an end. We are replacing this with a team of Raising Achievement Coordinators who will work more closely with the PP lead and focus on standards more than just pastoral care.</p>	£6250
C, I	Oak/Acorn/Success Centre - this dedicated resource works with all students with behavioural, social and emotional issues. A number of our PP students use the centres.	<p>In academic year 2018-19 52% of all referrals to the Acorn and Oak centres were for disadvantaged students. 32% of all referrals to the Success centre were for disadvantaged students.</p> <p>These centres provide extra support and capacity in terms of mental health, behavioural, social and emotional issues</p>	<p>This resource is a vital cog in the wheel of the Academy. It supports so many PP and non PP students. The new Learning Lobby has helped bring in a number of PA students which is fantastic.</p> <p>Planned improvement to our current practice is the introduction of Support</p>	£25000



		<p>and has helped to bring into school some of our biggest persistently absent students.</p> <p>We will continue to help fund this resource using PP funds.</p>	<p>Plans for pupils referred for 'Group work'. All 1:1 pupils now have a Support Plan where all meetings are logged and goals are set.</p> <p>We also plan to introduce lesson observations of students that go to the centres. This will all come down to manning. At present, the Success Centre Manager is based in the Acorn room, which prevents observations or any movement around the school.</p>	
G & Equity for Students from Disadvantaged backgrounds	Music Tuition for PP students - to enable disadvantaged students to afford the extra curricular music tuition.	We continue to provide music tuition for all disadvantaged students if they choose to take up an instrument.	We will continue to do this in 2019/20. The DoL for music is going to look closer at the impact that it might be having for those students.	£1620
F & Equity for Students from Disadvantaged backgrounds	Pastoral Uniform Budget	We were able to provide uniform for some individual students as well as a bus pass for another. This helped to ensure at least stable attendance for these students.	We will continue to provide this fund for students that require additional assistance in 2019-20.	£223
Equity for Students from Disadvantaged backgrounds	Funding for Academic Trips.	<p>We were able to provide funding for PP eligible students for academic trips based on request. This enabled those which otherwise would not have been able to attend to take part in visits to:</p> <p>The Long Mynd The Black Country Museum Jaguar Landrover Unifest - transport to Newman College</p>	We will continue to provide this fund for students that require additional assistance in 2019-20.	£1450
A & Equity for Students from Disadvantaged backgrounds	Yr 11 Exam Kits	Exam kits were topped up and provided to all DA students in the 2018-19 exam season - this provided students with a full set of equipment	We will continue to provide these exam kits, as topping them up each year has a very small cost.	£10

A, B, D, E	Departmental Bids	Bids varied from providing revision materials to individual students to ensuring that there are cooking ingredients available for DT lessons. One of the bids was for materials for textiles coursework, all of these students exceeded their target grades.	We will continue to provide access to departments to bid for funds in 2019-20.	£730
H	Greater contact with parents leading up to parents evenings and information evenings.	<p>Year 11 Information Evening took place on the day that snow hit the West Midlands. This had a dramatic effect on the attendance of the evening. Sadly, only 14% of PP parents were in attendance. The Options evening and ASPIRE2Uni evening were well attended as were our parents evenings. We were pleased with Parents Evening Attendance in 2019 and it gives us a baseline to work to for the future.</p> <p>Year 7 - 89%</p> <p>Year 8 - 78%</p> <p>Year 9 - 79%</p> <p>Year 10 - 68%</p> <p>Year 11 - 50%</p> <p>Average - 73%</p>	<p>Contacting parents of key students before the parents evenings had a strong effect on increasing attendance. We still have an issue with Year 11 attendance at parents evening generally. We will continue with this approach as well as investigating how we can possibly improve attendance by offering phone meetings / Skype meetings after the evening for those that wanted to attend but had to work.</p>	£2500
<b>Total Pupil Premium Spend 2018-19</b>				£325083

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.