



1. Summary information					
<b>School</b>	De Warenne Academy				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£282,370	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	644	<b>Number of pupils eligible for PP</b>	266	<b>Date for next internal review of this strategy</b>	Sep 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving 5A* - C incl. EM (2015/16 only)</b>	38	67
<b>% achieving expected progress in English / Maths (2015/16 only)</b>	46	73
<b>Progress 8 score average (from 2016/17)</b>	-0.40	0.33
<b>Attainment 8 score average (from 2016/17)</b>	3.92	5.15

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	KS2 prior attainment in mathematics is lower for pupils eligible for PP than for other pupils upon entering year 7.
<b>B.</b>	Middle ability pupils who are eligible for PP make less progress than other middle ability pupils.
<b>C.</b>	The behaviour issues of a small group of year 11 pupils who are eligible for PP are having a negative impact on their academic progress and that of their peers.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	The average attendance rate for pupils eligible for PP are 90.6% (below the target for all children of 96%. Reduced hours at school has a detrimental effect on progress.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The gap between the progress made in mathematics by students eligible for PP and 'other' pupils to narrow by the end of KS4	To narrow the gap between the progress 8 achieved by 'disadvantaged' and 'other' pupils <b>from -0.96</b> (-0.74 compared with 0.22) in 2016, <b>to -0.45</b> in 2017.
<b>B.</b>	Improved rates of progress for middle ability pupils eligible for PP at KS4.	Pupils that are identified as middle ability given their KS2 prior attainment, make improved progress in English and mathematics, so that the progress 8 value in English narrows <b>from -0.62</b> (-0.51 compared with 0.11) in 2016 to <b>-0.35</b> in 2017, and in mathematics narrows <b>from -0.74</b> (-0.61 compared with 0.12) in 2016 <b>to -0.40</b> in 2017.
<b>C.</b>	Reduction of behaviours which disrupt learning and lead to fixed term exclusion.	Reduce Fixed Term Exclusions recorded for these pupils on the school data management system (Term 1 6.7 incidents Per week). Reduction to 5 incidents of Fixed Term Exclusions per week in terms 2&3 for pupil premium students during the year (base line against Term 1). Percentage of Pupil Premium students with Fixed Term Exclusions to be in line with Non-Pupil Premium Average.
<b>D.</b>	Increased attendance rates for pupils who are eligible for PP.	Overall attendance among pupils eligible for PP improves from 90.6% to be in line with 'other' pupils.

5. Planned expenditure						
Academic year		2016/17				
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	Evidence	When will you review implementation?
<p>A. Narrowing of the gap between PP and 'other' pupils in mathematics.</p> <p>B. Improved progress for middle ability pupils eligible for PP.</p>	Whole staff CPD on collaborative learning techniques.	We want to create an environment in every classroom in which students work together to make outstanding progress. Research into practice at a number of high achieving academies shows that the set of collaborative techniques to be used have a positive effect on student outcomes. Pupils placed strategically in mixed ability groups with PP pupils/middle ability PP pupils positioned to benefit.	Continued CPD on each technique during allocated meeting time on Tuesday afternoons. A focus on a new collaborative technique each week. Teaching practice to be monitored by SLT through learning walks (at least one member of SLT to be walking the academy every lesson) and formal lesson observations. Any teacher receiving a requires improvement judgement to be given a six week support plan concluding with a second observation with the focus on achieving at least a good judgement.	LJN	Percentage of RI judgements has improved from 35% in November to 16% in July 2017.	September 2017
<p>A. Narrowing of the gap between PP and 'other' pupils in mathematics.</p> <p>B. Improved progress for middle ability pupils eligible for PP.</p>	Implementation of an interactive teacher toolkit to improve pedagogy	Use of ICT teacher toolkit compatible with all office and smart software with a number of features designed to improve pedagogy. Random name generator used in every lesson to make questioning more effective (weighted to ensure target PP pupils are questioned more frequently). Use of timer to ensure pace of all lessons. Challenge and aspire lesson outcomes rotate on a display and are repeatedly referred back to and reviewed. Interactive seating plans that are revisited after every data entry to ensure targeted PP pupils are strategically placed.	CPD time allocated to staff to develop use of toolkit. Time allocated to strategically seat targeted PP pupils following a data collection. Teaching practice to be monitored by SLT through learning walks (at least one member of SLT to be walking the academy every lesson) and formal lesson observations.	LJN GWK ARY	Consistent use of teacher toolkit across teaching staff evidenced in January ofsted section 8 report.	September 2017

<p>A. Narrowing of the gap between PP and 'other' pupils in mathematics.</p> <p>B. Improved progress for middle ability pupils eligible for PP.</p> <p>C. Reduction of behaviours which disrupt learning and lead to fixed term exclusion.</p>	<p>The removal of barriers to learning through improved behaviour for learning.</p>	<p>Implementation of new behavioural approach adopted following research from a number of high achieving academies. A consequence based system in which pupils take responsibility for their own behaviour. Negative behaviours are dealt with swiftly and the emphasis is placed on the pupil. Should the pupil not respond positively they move themselves immediately to next stage without discussion so that focus can remain on the learning</p>	<p>At least one member of SLT to be walking the academy at all times to both enforce the policy and ensure the consistent application across all staff. Monitoring of identified hotspots. CPD for members of teaching staff as identified by SLT to ensure consistent application in all classrooms. Bespoke timetable for cohort of year 9 students aimed at both improving the behaviours of this cohort and removing barriers to learning of other students.</p>	<p>ARY MSY AHY</p>	<p>Improved student behaviour evidenced in January ofsted section 8 report</p> <p>The number of exclusions during the summer term has fallen by 49% compared with those in the Autumn term. 54% of exclusions for students currently on roll were Pupil Premium in the Autumn term. This has fallen to 53% during the spring term and 46% for the summer term. 55% of C4 incidents to 2<sup>nd</sup> December involved pupil premium students. This has fallen to 53%.</p>	<p>September 2017</p>
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**Total budgeted cost**

**£66750**

**ii. Targeted support**

<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>Evidence</b>	<b>When will you review implementation?</b>
<p>A. Narrowing of the gap between PP and 'other' pupils in mathematics.</p> <p>B. Improved progress for middle ability pupils eligible for PP.</p>	<p>Question level analysis used consistently across the academy.</p>	<p>Question level analysis is a technique that allows gaps in the knowledge to be identified. This informs planning and allows targeted intervention to occur in areas which will result in improved progress.</p>	<p>SLT will deliver training to department leads on the creation of QLA documents during allocated CPD time. All year 11 students will receive a QLA in all subjects following PPE examinations. Student feedback sheets to be attached to exercise books and monitored by SLT through work scrutiny. QLA building consolidation CPD offered during inset day.</p>	<p>SBS GWK</p>	<p>Work scrutiny evidences consistent use of QLA with year 11 following December and March PPEs.</p>	<p>September 2017</p>

<p>A. Narrowing of the gap between PP and 'other' pupils in mathematics.</p> <p>B. Improved progress for middle ability pupils eligible for PP.</p>	<p>PetXi intensive five day Easter revision maths programme</p>	<p>An additional five days of expertly delivered examination content delivered in both English and mathematics. Intervention designed to fill the gaps in knowledge of the targeted PP pupils and improve KS4 outcomes.</p>	<p>Pupils carefully selected through progress data. The level of intervention to be matched to the targeted pupils accordingly. Pupils to sit a diagnostic exam at the start and end of the program to assess effectiveness.</p>	<p>GWK</p>	<p>During the course pupils increased raw exam score by an average of 11 marks.</p>	<p>August 2017</p>
<p>A. Narrowing of the gap between PP and 'other' pupils in mathematics.</p> <p>B. Improved progress for middle ability pupils eligible for PP.</p>	<p>One-to-one tuition</p>	<p>Pupil premium funding to be invested in one-to-one tutors in English and maths aimed at targeted PP pupils. Content delivered will be driven by gaps in knowledge as identified by pupils' question level analysis documents.</p>	<p>The content of intervention delivered to be overseen and monitored by heads of English and mathematics. Rigorous interview process in place to ensure the quality of delivery is of a high standard.</p>	<p>SBS, LJN</p>	<p>12 students currently receive one-to-one English tuition and 10 students receive maths tuition.</p>	<p>September 2017</p>
<p>A. Narrowing of the gap between PP and 'other' pupils in mathematics.</p> <p>B. Improved progress for middle ability pupils eligible for PP.</p>	<p>Expert delivery of controlled assessment aspect of EBACC courses.</p>	<p>Delta subject directors in science, history, geography and French to work with targeted PP pupils in the preparation for non-terminal examination aspects of each course that contributes to a pupil's grade. This will include the preparation for science ISA's, French speaking and geography and history controlled assessments.</p>	<p>Targeted PP pupils to be taken off timetable for an appropriate period of time in a calm and focussed environment. Results of controlled assessments to be analysed by SLT to ensure a good quality of delivery.</p>	<p>GWK</p>	<p><b>French PP:</b> 92% A*-C speaking, 75% A*-C writing.  <b>Geography PP :</b> 90% A*-C (Controlled Ass)  <b>History PP:</b> 61% A*-C (Controlled assessment)  <b>Science:</b> 50% of PP students have</p>	<p>September 2017</p>

<b>Total budgeted cost</b>		£29290				
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**Other approaches**

**iii. Desired outcome**

**Chosen**

<p>C. Reduction of behaviours which disrupt learning and lead to fixed term exclusion.</p> <p>%PP FTE exclusions fall and are inline with non-PP students.</p>	<p>Academy to fund alternate provision.</p>	<p>Improve tracking systems to allow early intervention needed for PP students. Bespoke timetables for individual students with external training providers and AP Free School – St Wilfrid’s Academy. This ensures students are engaged in learning in a provision to meet their needs and to ensure academic outcomes and post 16 pathways. Students have identified key workers who monitor engagement and progress, 1:1 tuition funded for specific students to ensure progress in Core subjects.</p>	<p>Data used to identify cohort of students who would significantly compromise their own and others’ learning by exhibiting challenging behaviours. Individual pathways identified by Inclusion Lead to meet specific needs of individual students to ensure quality provision and recognised outcomes.</p>	<p>AHY</p>	<p>The number of exclusions during the summer term has fallen by 49% compared with those in the Autumn term. 54% of exclusions for students currently on roll were Pupil Premium in the Autumn term. This has fallen to 53% during the spring term and 46% for the summer term. 55% of C4 incidents to 2<sup>nd</sup> December involved pupil premium students. This has fallen to 53%.</p>	<p>September 2017</p>
<p>D. Increased attendance rates.</p> <p>Attendance for PP students in line with non-PP students.</p> <p>93% February half-term 2017</p>	<p>Attendance team to prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence.. Immediate phone calls and</p>	<p>A high level of attendance is key to ensuring good attainment and in improving the life chances of these students.</p>	<p>Weekly meetings with AP Inclusion identifies year 11 students at risk of PA. Same day calls to improve and support attendance are undertaken. Specific support strategies are implemented to improve attendance, these include, attendance support meetings, attendance action planning meetings and partnership working with</p>	<p>AHY/ SBM</p>	<p>Pupil Premium Students 92.6% (93.3% All)</p>	<p>August 2017</p>

94% Easter 2017 95% Summer 2017	home visits are made to ensure safeguarding needs are met and students are in school.		education welfare services. Targeted support is also implemented for individuals by the Inclusion Manager.  Bespoke integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support available to each PA pupil eligible for PP.			
D. Increased attendance rates.  %PA for PP students in line with non-PP by May 2017	PP in identified cohort at risk of PA . Implement preventative strategies.	A high level of attendance is key to ensuring good attainment and in improving the life chances of these students.	Weekly meetings with attendance manager and inclusion lead to identify students at risk of PA and those already PA. Targeted interventions in place to improve attendance and re-engage students to ensure progress. These include referrals to external agencies, additional provision training providers and St Wilfrid's Academy.	AHY/ SBM	18.2% of PP students are below 90% attendance compared to 14.1% of Non-PP.	September 2017
<b>Total budgeted cost</b>		£20150				

6. Review of expenditure				
Previous Academic Year		2015/2016		
i. Quality of teaching for all				
<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>

Increased attainment in KS4 mathematics.	CPD was delivered to mathematics staff on how to run a walking talking mock. Additional staffing time allocated for this to take place.	The walking talking mocks were implemented following the December 2015 mock exams. At this point only 8.3% of pp pupils achieved 3+ levels of progress compared with 55.3% at the end of the course. The figure for non PP pupils rose from 37.3% to 81%. Additional staffing was allocated to allow weekly mocks to take place.	This practice had a positive outcome and the approach will continue. Sessions were initially designed to be delivered during time in which year 11 were taken off timetable but soon migrated to lesson time also. Delivery was more effective in shorter spells.	Subject director time, staffing costs, resources £8750
Increased focus on the progress of pupils eligible for PP within lessons	Introduction of seating plan software.	The software Class Charts was purchased its use in creating seating plans became compulsory to staff. All academic data, pupil premium and SEND status was merged into a system that easily allowed seating plans to be created, changed and displayed. Seating plans were required to be changed following every data entry to reflect any changes levels of progress.  The software served to raise the profile of PP pupils and ensured that the position within the classroom was considered by all staff to allow for the best progress to be made.	Having researched the effectiveness of different approaches across the academy a specific strategic arrangement of students is compulsory across the academy. Rooms are arranged in such a way to allow a high, mid to high, mid to low, and lower ability student to be seated on each table face to face. This approach has been successful in a number of outstanding academies.	Software and training costs £3700
<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>
Increased attainment in KS4 mathematics and English for cohort of C/D borderline pupils eligible for PP.	PetXi intensive five day Easter revision English and maths program	This was high expense but high impact. An additional five days of expertly delivered examination content delivered in both English and mathematics by an external provider. Intervention designed to fill the gaps in knowledge of the targeted PP pupils and improve KS4 outcomes. All pupils in mathematics increased by at least one grade from the diagnostic test at the start of the course to the final exam at the end.	The course was extremely successful in filling the gaps in knowledge in mathematics. Weekly maths assessment scores increased rapidly among targeted cohort following the Easter course. Results in English were not as encouraging. Upon reflection this was because of differing techniques in the delivery of certain key topics to that which pupils were used to. Going forward LJN and GWK will meet with representatives of PetXi prior to booking to ensure that the delivery is compatible with that of existing teaching practice within the English department.	External provider and catering £15500

Increased attainment and progress in KS4 mathematics and English for cohort of C/D borderline pupils eligible for PP.	Key cohort of eligible PP pupils dropped an option to receive additional tuition in English and maths.	A key cohort of PP pupils were targeted based on assessment data. They were interviewed individually and each one dropped an appropriate option. During this curriculum time additional English and maths tuition was provided in small groups. All students remained with a good breadth of qualifications in total. Of these students 79% achieved a C or above in maths and 71% achieved a C or above in English.	The small group intervention was effective in filling in the gaps in knowledge however in the future a greater consideration to the timetabling of these small groups will be taken. The pupils in each of the intervention group was determined by the period of the week that the dropped option took place rather than driven by the need of the student. This is a barrier that can be removed in the future.	Staffing cost and resources £15200
Increased attainment and progress in KS4 mathematics.	A cohort of pupils eligible for PP were transported to De Lacy Academy to receive expert exam tuition.	The cohort were transported to De Lacy Academy one afternoon per week for two hours. Students were selected using the March mock data. All were provided with a meal as extra motivation to participate. All students involved increased by at least one grade from March to the summer, however numerous other factors aside from this also contributed.	Students felt privileged to be chosen and were motivated to attend other additional revision activities to ensure they continued to be selected. Moving forward attendance at other revision activities and the completion of key pieces of work will be a requirement to take place in such interventions. This approach can also be applied to activities such as PetXi.	Transportation, catering and staffing £2125
Increased progress and attainment in all subjects at KS4 and KS5	An improved approach to the manner in which examination preparation occurred.	Staffing was provided in the relevant subject area for key revision in the afternoon/evening and morning before each examination. Where an evening session was staged food was provided to which pupils eligible for PP did not have to contribute. Pupils were provided with a good breakfast prior to and water during each exam. The impact of this alone is difficult to assess, however a more focussed pre examination environment was created than in previous years.	This approach will continue. Pre exam morning sessions were more effective when cohorts were split into smaller groups in different areas of the school. This also allowed for more teacher led sessions. Evening sessions were best attended when students were required to return no more than one hour after the end of the school day.	Staffing costs and catering £2250
Increased attainment and progress in KS4 English.	One to one tuition delivered by a qualified teacher.	This was high impact. Accelerated progress was made by those pupils that participated in comparison to their peers, as measured using weekly teacher assessment.	The most progress was made when the content of what was delivered was directed by the class teacher and informed by question level analysis. This practice will continue next year.	Staffing £1000

Increased progress and attainment across KS4 and KS5.	Holiday revision classes	Funding was allocated for to pay staff to deliver revision classes during Easter and the February and May half terms. Subjects that participated were maths, English, geography, history, business, science, ICT, health and social care and French. Attendance rates varied across subject areas. Success criteria partially met.	Poor attendance was not addressed effectively due to reduced clerical staffing during holidays. Additional staffing during holiday periods in the morning of days in which revision is taking place to contact parents could potentially improve attendance.	Staffing costs £2635
Increased progress and attainment across KS4	Compulsory revision after the school day.	Additional staffing provided to implement a period 6 revision hour after school every day from February onward. Core subjects subject weekly and others on a rotation. Average attendance was above 90%. Success criteria met.	Water and snacks helped to motivate pupils to attend. Ensure rotation of subjects, Friday session were less well attended and science filled that slot.	Staffing costs, catering and resources £11000

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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To provide pupils with increased life chances through internationally recognised qualifications.	All pupils in year 11 completed the ECDL qualification through an external provider.	High expense but high impact. 100% level 2 pass rate for pupils eligible for PP and 100% made at least four levels of progress. Success criteria met.	De Warene is to become a provider of the ECDL. The cohort went during March and April. This caused disruption to lessons during examination preparation time. In the future the course will be delivered earlier in the academic year.	External provider and transportation £9000
Improved year 7 literacy results	1 year intensive literacy phonics scheme (Ruth Miskin read write inc)	Aimed at pupils with a reading age of 9 years or less and those with a specific SEN need. Four hours of curriculum time assigned per week and is delivered by two members of staff. In the 10 months that the program was in place the average pupil increased their reading age by just short of 17 months. Success criteria met.	Successful for the majority. We found that students with dyslexia still made accelerated progress but not as much as those without. The two students with dyslexia are continuing on with the program into year 8 instead of studying French.	Staffing £5800
Improve the progress of pupils with additional educational needs.	Allocation of additional learning support assistant time to fulfil the specific requirement.	LSA time allocated to supporting progress of PP students as directed by assessment data within the classroom environment. A cohort of PP students had an allocated key worker to create a profile which identified learning styles, bespoke teaching strategies, and more generally what works well for individual students to support learning and aid accelerated progress.  Positive feedback from staff resulted in adjustment to teaching practice to facilitate the needs of the students.  Data indicates that behaviour has improved, students are more engaged and there are less negative behaviours impacting learning.	Where possible ensure key worker has an established relationship with the learner for which they are allocated. Students are able to access learning more effectively. This practice will continue.	Staffing cost £18000

## 7. Additional detail

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers, and to support children and young people with parents in the regular armed forces.

Disadvantaged pupils are defined as those who are in receipt of Free School Meals, or who have been in receipt of Free School Meals in the past six years (Ever 6). There is additional funding for Looked After Children (LAC), and those who have been adopted from care. There is also funding available for children with a parent/carer in the regular armed forces, or who have been in the past four years. Further information and guidance can be found at [www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings). If your circumstances change, and you believe that your child is entitled to support through the Pupil Premium fund, please contact the school via [admin@dewarenne.org.uk](mailto:admin@dewarenne.org.uk).

At De Warenne Academy we believe that all students, regardless of background or circumstance, should receive a high quality education that allows them to succeed in life beyond the classroom. We utilise the Pupil Premium funding in a variety of ways to support our students and close the achievement gap between them and their peers, however this funding use is always evolving. If you would like to discuss any specific need or ways in which this funding can be used to support your child on a more individual basis, please contact the Pupil Premium Lead via [warnockg@dewarenne.org.uk](mailto:warnockg@dewarenne.org.uk).