

Pupil Premium Plan

Summary information					
School	De Warenne Academy				
Academic Year	2017/18	Total PP budget	£292655	Date of most recent PP Review	n/a
Total number of pupils	734	Number of pupils eligible for PP	318	Date for next internal review of this strategy	Nov 2017

Key Indicators (most recent Year 11)	Data Source: ASP	Unvalidated	✓	Validated
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)		
Key Stage 2 Fine Point Level (Cohort size)	4.40 (44)	Unknown until Performance tables release		
% Attaining 9-7 in English (Best) and Maths	0%	Unknown until Performance tables release		
% Attaining 9-5 in English (Best) and Maths	16%	Unknown until Performance tables release		
% Attaining 9-4 in English (Best) and Maths	41%	Unknown until Performance tables release		
Progress 8 score average	-0.16	Unknown until Performance tables release		
Progress 8 English	-0.66	Unknown until Performance tables release		
Progress 8 Maths	-0.24	Unknown until Performance tables release		
Progress 8 English Bacculaureate Slots	-0.55	Unknown until Performance tables release		
Progress 8 Open Slots	+0.60	Unknown until Performance tables release		
Progress 8 score average for Higher Ability Pupils	-0.99	Unknown until Performance tables release		
Attainment 8 score average	36.95	Unknown until Performance tables release		
% Entering the English Bacculaureate	15%	Unknown until Performance tables release		
% Attaining 9-5 in the English Bacculaureate	10%	Unknown until Performance tables release		

Priorities for 2017/18		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between the percentage of students eligible for PP and 'other' pupils achieving at least a grade 4 in English and mathematics, and at least a grade 5 in English and mathematics (the basics) to narrow by the end of KS4.	<p>To narrow the gap between the percentage of 'disadvantaged' and 'other' pupils' achieving at least a grade 4 in English and maths from -20% (42% compared with 62%) in 2017, to -10% in 2018.</p> <p>To ensure the gap between the percentage of 'disadvantaged' and 'other' pupils' achieving at least a grade 5 in English and maths (-27% in 2017, 16% compared with 43%), does not increase in 2018. (the 'disadvantaged' cohort has significantly lower prior attainment for the current year 11, and will need to exceed targets to achieve this goal)</p>
B.	Improve the progress made by high ability students eligible for PP	Pupils that are identified as high ability given their KS2 prior attainment, make improved progress in all subjects, so that the progress 8 value improves from -0.99 (in 2017) to at least +0.0 in 2018.
C.	Improve the progress made by male students eligible for PP in English and the Ebacc subjects.	<p>Male students make improved progress in English, so that the progress 8 value improves from -1.19 (in 2017) to at least +0.0 in 2018.</p> <p>Male students make improved progress in Ebacc subjects, so that the progress 8 value improves from -0.63 (in 2017) to at least +0.0 in 2018.</p>
D.	The gap between the percentages of the school year attended by De Warenne Academy 'disadvantaged' students in year 11, and 'disadvantaged' students to narrow.	Narrow the gap between the percentage attendance of De Warenne 'disadvantaged' and 'non-disadvantaged' pupils from -1.2% in 2017 to 0% in 2018.
E.	A reduction in the behaviours of 'disadvantaged' students that lead to the removal from the classroom environment.	<p>Reduce the average number of C5 incidents per 'disadvantaged' student in an academic year from 2.3 in 2017 to 1.4 in 2018.</p> <p>Reduce the average number of days of exclusion per 'disadvantaged' student in an academic year from 0.8 in 2017 to 0.2 in 2018.</p>

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to narrow the gap in attainment and progress between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. Many of our disadvantaged children start the Academy with lower than average attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the Academy.

At KS4 targeted Strategies have been put in place to achieve this goal, examples of this are Mastery Learning in maths and small group tuition. The spending is reviewed annually and the impact of strategies are evaluated throughout the year. A range of strategies have been put in place to improve the behaviour, engagement, resilience, attendance and punctuality of Pupil Premium Students with a great deal of success as can be seen in the review of expenditure for 2016/17.

Plan of PPG Spending by item for the academic year 2017/18

Item / Project	Objective	Projected Outcome	Projected Cost
Whole staff CPD on collaborative learning techniques.	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.	<p>Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20</p> <p>A decrease in the number of lessons graded as requires improvement in 2018 when comparisons are made with 2017.</p>	£2070
KS4 Pupil premium action plans.	Creation of a pupil premium action plan in all subjects detailing intervention strategies to be used to improve progress of students identified as having a need following data capture. Teachers to implement strategies immediately following data capture. Review of strategies each half term. High ability disadvantaged progress to be prioritised in all subjects. Male disadvantaged to be a focus for English and the Ebacc subjects.	<p>Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20</p> <p>Progress gaps 2018 between high ability PP and Non-PP will narrow when comparisons are made with 2017, so that the progress 8 value of high ability Pupil Premium (PP) students will be at least +0.20</p> <p>Progress gaps 2018 between male PP and Non-PP in English and Ebacc subjects will narrow when comparisons are made with 2017, so that the progress 8 value of Pupil Premium (PP) students in these subjects will be at least +0.20</p>	£54600

<p>Use of interactive teacher toolkit to improve pedagogy.</p>	<p>Continued CPD in use of ICT teacher toolkit compatible with all office and smart software designed to improve pedagogy. Features include random name generator to be used in every lesson to make questioning more effective (weighted to ensure target PP pupils are questioned more frequently); interactive timer to ensure pace of all lessons; collaborative learning technique descriptors.</p>	<p>Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20</p> <p>A decrease in the number of lessons graded as requires improvement in 2018 when comparisons are made with 2017.</p>	<p>£1692</p>
<p>Subject position statements addressing whole school pupil premium priorities.</p>	<p>Middle leaders create position statements to address whole school PP priorities, narrowing the gap between national Non-PP and;</p> <ul style="list-style-type: none"> • High ability PP (all subjects) • Male PP (English and Ebacc) • PP achieving 4+ basics (English and mathematics) • PP achieving 5+ basics (English and mathematics) <p>Position statements to be shared with department and progress toward them to be a focus of departmental meetings in 2017/18.</p>	<p>Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20</p> <p>Progress gaps 2018 between high ability PP and Non-PP will narrow when comparisons are made with 2017, so that the progress 8 value of high ability Pupil Premium (PP) students will be at least +0.20</p> <p>Progress gaps 2018 between male PP and Non-PP in English and Ebacc subjects will narrow when comparisons are made with 2017, so that the progress 8 value of Pupil Premium (PP) students in these subjects will be at least +0.20</p>	<p>£5167</p>
<p>The removal of barriers to learning through improved behaviour for learning.</p>	<p>Application of the consequence based behavioural system in which pupils take responsibility for their own actions. Negative behaviours are dealt with swiftly and the emphasis is placed on the pupil. Should the</p>	<p>A reduction in the number of C4 incidents involving those eligible for pupil premium in 2018 when comparisons are made with 2017 figures.</p>	<p>£46214</p>

	pupil not respond positively they move themselves immediately to next stage without discussion so that focus can remain on the learning.	<p>A reduction in the number of C5 incidents involving those eligible for pupil premium in 2018 when comparisons are made with 2017 figures.</p> <p>A reduction in the number of days of exclusion for those eligible for pupil premium in 2018 when comparisons are made with 2017 figures.</p>	
Question level analysis used consistently across the academy.	Continued CPD in use of question level analysis, a technique that allows gaps in the knowledge to be identified. This will inform planning and allow targeted intervention to occur in areas which will result in improved progress.	Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20	£1466
PetXi intensive five day Easter revision maths programme.	Five days of expertly delivered examination content delivered in mathematics outside of curriculum time. Intervention designed to fill the gaps in knowledge of the targeted PP pupils and improve KS4 outcomes.	<p>An improvement in the raw scores of targeted students from the April mock examination to those sat immediately after Easter.</p> <p>Rapid improvement in raw scores from the assessment taken at the start of day one to those sat at the end of the course on day five.</p>	£19800
One-to-one tuition in English and mathematics.	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>Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) in English and mathematics will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20</p> <p>Progress gaps 2018 between high ability PP and Non-PP in English and mathematics will narrow when comparisons are made with 2017, so that the progress 8 value of Pupil</p>	£12777

		<p>Premium (PP) students will be at least +0.20.</p> <p>Progress gaps 2018 between male PP and Non-PP in English will narrow when comparisons are made with 2017, so that the progress 8 value of Pupil Premium (PP) students in these subjects will be at least +0.20.</p>	
<p>Expert delivery of subject content and examination technique in EBACC courses.</p>	<p>Delta subject directors in science, history, geography and French to work with targeted PP pupils in the preparation for terminal examination aspects of each course that contributes to a pupil's grade.</p>	<p>Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) in Ebacc subjects will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20</p> <p>Progress gaps 2018 between high ability PP and Non-PP in Ebacc subjects will narrow when comparisons are made with 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20.</p> <p>Progress gaps 2018 between male PP and Non-PP in Ebacc subjects will narrow when comparisons are made with 2017, so that the progress 8 value of Pupil Premium (PP) students in Ebacc subjects will be at least +0.20.</p>	<p>£24366</p>
<p>Academy to fund alternate provision.</p>	<p>Tracking system allowing early intervention needed for PP students. Bespoke timetables for individual students with external training providers and AP Free School – St Wilfrid's Academy. This is to ensure students are engaged in learning in a provision that meets their needs, and to ensure academic outcomes and post 16 pathways. Students have identified key workers who monitor engagement and progress,</p>	<p>Improved outcomes for identified students when compared to predicted outcomes prior to intervention.</p> <p>A reduction in the number of incidents which impact on learning (C4) in the classes in which identified students are situated. Hence removing barriers for learning.</p>	<p>£17320</p>

	One-to-one tuition funded for specific students to ensure progress in Core subjects.		
Additional KS4 qualification	Additional KS4 qualification delivered to a cohort of pupil premium students through external provider. Students will be targeted if open basket qualifications will be improved given results already achieved in year 10.	Improvement in open basket progress value in given additional qualification.	£6980
Attendance team to prioritise and monitor PP pupils.	<p>Attendance team to prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits are made to ensure safeguarding needs are met and students are in school.</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 education welfare services. Targeted support implemented for individuals by the Inclusion Manager.</p> <p>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.</p>	Narrow the gap between the percentage attendance of De Wrenne 'disadvantaged' and 'non-disadvantaged' pupils from -1.2% in 2017 to 0% in 2018.	£35899
Cohort eligible for pupil premium identified as at risk of persistent absence (PA). Implement preventative strategies.	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.	A reduction in the number of persistent absentees eligible for pupil premium in 2018 when a comparison is made with figures from 2017.	£3988

	These include referrals to external agencies, additional provision training providers and St Wilfrid's Academy.		
Expert provision of targeted intervention for year 11 pupil premium students in mathematics.	Delta director for mathematics will deliver and lead targeted interventions.	Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) in mathematics will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20	£6134
Expert provision of targeted intervention for year 11 pupil premium students in English.	Delta director for English will deliver and lead targeted interventions.	Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) in English will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20	£6134
Holiday revision workshops.	Increased progress and attainment across KS4 and KS5 through holiday revision workshops aimed at targeted cohort eligible for pupil premium.	<p>Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20</p> <p>Progress gaps 2018 between high ability PP and Non-PP will narrow when comparisons are made with 2017, so that the progress 8 value of high ability Pupil Premium (PP) students will be at least +0.20.</p> <p>Progress gaps 2018 between male PP and Non-PP in English and Ebacc subjects will narrow when comparisons are made with 2017, so that the progress 8 value of Pupil</p>	£1083

		Premium (PP) students in these subjects will be at least +0.20 .	
Examination day preparation.	Staffing to be provided in the relevant subject area for key revision in the afternoon/evening and morning before each examination. Where an evening session is to be staged, food will be provided to which pupils eligible for PP will not have to contribute. Pupils to be provided with a good breakfast prior to and water during each exam.	Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20 .	£1866
Provision of High Quality Careers guidance.	Pupil Premium Students in years 10 and 11 have access to high quality and frequent careers information and guidance.	The percentage of year 11 Pupil Premium Students classified as NEET (2017) to fall when comparisons are made with the figure for 2018.	£5230
Middle leader development.	Improve the quality of middle leadership in all subjects through the delivery of programme delivered by the Delta leadership team.	Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20 .	£1904
Tracking of academic data.	Assistant Principal and Data Manager to tracking of the academic data of students eligible for pupil premium. To ensure interventions are put in place to improve progress and close gaps in performance.	Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20 . Progress gaps 2018 between high ability PP and Non-PP will narrow when comparisons are made with 2017, so that the progress 8 value of high ability Pupil Premium (PP) students will be at least +0.20 .	£2932

		Progress gaps 2018 between male PP and Non-PP in English and Ebacc subjects will narrow when comparisons are made with 2017, so that the progress 8 value of Pupil Premium (PP) students in these subjects will be at least +0.20 .	
KS3 Mathematics Mastery Scheme.	Delta mathematics directors have provided mastery scheme of work for years 7 and 8, aimed at securing knowledge necessary for progressing to higher GCSE grades. CPD provided for delivery of scheme provided by directors. Internal training provided during CPD time in departmental meetings.	Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) at the end of year 8 will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20	£635
Sound training.	Sound training designed to improve reading age, vocabulary and literacy across the curriculum. Initial launch aimed at year 11.	Progress gaps (2018) between Pupil Premium (PP) and Non-Pupil Premium students nationally (NPPN) will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of Pupil Premium (PP) students will be at least +0.20 Progress gaps 2018 between male PP and Non-PP in English and Ebacc subjects will narrow when comparisons are made with 2017, so that the progress 8 value of Pupil Premium (PP) students in these subjects will be at least +0.20 .	£9200
Year 11 attendance monitoring for identified cohort by SLT.	Principal and Vice Principal to monitor and intervene with an identified cohort of students to improve attendance.	Narrow the gap between the percentage attendance of De Wrenne 'disadvantaged' and 'non-disadvantaged' pupils from -1.2% in 2017 to 0% in 2018.	£159
KS3 Tracking and Intervention.	All departments have two pieces of assessed work which are PIN marked with diagnostic feedback given and student response. These are used to assess whether each pupil is on	Improved progress in year 7 in 2018 when comparisons are made with figures from 2017 in all subjects.	£23400

	track to reach their end of KS4 target. All data is entered into a tracker which details the intervention given to ALL students identified as not on target.	Improved progress in year 8 in 2018 when comparisons are made with figures from 2017 in all subjects.	
KS5 Tracking and Intervention.	Sixth form director and assistant principal track progress of disadvantaged pupils. All pupils in need of intervention identified through the use of the ready reckoner. Interventions take place and are logged using SIMS.	Improved progress in years 12 and 13 in 2018 when comparisons are made with figures from 2017 (progress assessed using post 16 ready reckoner).	£9347

Total PPG Received	£292,655
Total PPG Expenditure	£300,367
PPG Remaining	0