

Pupil Premium Plan

Summary information					
School	De Warenne Academy				
Academic Year	2017/18	Total PP budget	£292655	Date of most recent PP Review	February 18
Total number of pupils	734	Number of pupils eligible for PP	318	Date for next internal review of this strategy	May 2018

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)	-		
% Attaining 9-7 in English and Maths	0%	-		
% Attaining 9-5 in English and Maths	12%	49.4%		
% Attaining 9-4 in English and Maths	37%	71.2%		
Progress 8 score average	-0.18	+0.11		
Progress 8 English	-0.67	+0.11		
Progress 8 Maths	-0.26	+0.11		
Progress 8 English Bacculaureate Slots	-0.56	+0.13		
Progress 8 Open Slots	+0.58	+0.09		
Progress 8 score average for Higher Ability Pupils	-0.78	+0.09		
Attainment 8 score average	37.1	49.8		
% Entering the English Bacculaureate	15%	43%		
% Attaining 9-5 in the English Bacculaureate	10%	25.6%		

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 -27% (37% compared with 64%) in 2017.</p> <p>To narrow the gap between the percentage of disadvantaged and other pupils achieving at least a Grade 5 in English and maths from -32% (12% compared with 44%) in 2017.</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 baskets, so that the progress 8 value improves at least half a grade per pupil (increase of 0.5) from -0.78 (in 2017).
C.	Improve the progress made by male students eligible for PP in English.	Male students make improved progress in English, so that the progress 8 value improves at least half a grade per pupil (increase of 0.5) from -1.19 (in 2017).
D.	Improve the percentage of school year attended for disadvantaged students.	An increased attendance for disadvantaged students from that of 2017 91%.
E.	A reduction in the behaviours of disadvantaged students that lead to the removal from the classroom environment.	<p>Reduce the average number of C4 detentions per disadvantaged student in academic year from 6.4 in 2017</p> <p>Reduce the average number of C5 incidents per disadvantaged student in an academic year from 2.3 in 2017.</p> <p>Reduce the average number of days of exclusion per disadvantaged student in an academic year from 0.8 in 2017.</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.

The spending and the impact of strategies are evaluated termly. A range of strategies have been put in place to improve the behaviour, engagement, progress and attendance of disadvantaged 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 disadvantaged pupils/middle ability disadvantaged pupils positioned to benefit.	<p>Progress gaps (2018) between disadvantaged and other students will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of disadvantaged students will be at least +0.11 matching that of others.</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 pupils' progress to be prioritised in all subjects. Male disadvantaged pupils' progress to be a focus for English.	<p>Progress gaps (2018) between disadvantaged and others will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of disadvantaged students will be at least +0.11 matching that of others.</p> <p>Pupils that are identified as high ability given their KS2 prior attainment, make improved progress in all baskets, so that the progress 8 value improves at least half a grade per pupil (increase of 0.5) from -0.78 (in 2017).</p> <p>Progress for disadvantaged students in English will increase by at least half a grade per pupil.</p>	£54600
Use of interactive teacher toolkit to improve pedagogy.	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	Progress gaps (2018) between disadvantaged and others will narrow when comparisons are made with the progress of students in 2017, so that the progress 8	£1692

	<p>every lesson to make questioning more effective (weighted to ensure target disadvantaged pupils are questioned more frequently); interactive timer to ensure pace of all lessons; collaborative learning technique descriptors.</p>	<p>value of disadvantaged students will be at least +0.11 matching that of others.</p> <p>A decrease in the number of lessons graded as requires improvement in 2018 when comparisons are made with 2017.</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 others and;</p> <ul style="list-style-type: none"> • High ability disadvantaged (all subjects) • Male disadvantaged (English) • Disadvantaged achieving 4+ basics (English and mathematics) • Disadvantaged achieving 5+ basics (English and mathematics) <p>Position statements to be shared with department and progress towards them to be a focus of departmental meetings in 2017/18.</p>	<p>Progress gaps (2018) between disadvantaged and others will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of disadvantaged students will be at least +0.11 matching that of others.</p> <p>A smaller gap between the percentage of disadvantaged and other pupils achieving at least a Grade 4 in English and maths. (2017: -27%)</p> <p>A smaller gap between the percentage of disadvantaged and other pupils achieving at least a Grade 5 in English and maths. (2017: -32%).</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 pupil not respond positively they move themselves immediately to next stage without discussion so that focus can remain on the learning.</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>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 FT exclusion for those eligible for pupil premium</p>	<p>£46214</p>

		in 2018 when comparisons are made with 2017 figures.	
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 disadvantaged and others will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of disadvantaged students will be at least +0.11 matching that of others.	£1466
Holiday revision classes – specialist intervention	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 disadvantaged pupils and improve KS4 outcomes.	An improvement in the raw scores of targeted students from the February mock examination to those sat immediately after Easter. 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.	£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 disadvantaged pupils. Content delivered will be driven by gaps in knowledge as identified by pupils' question level analysis documents.	Increased percentage of students achieving a Grade 4 or above in English and Maths. (2017: 37%). Increased percentage of students achieving a Grade 5 or above in English and Maths. (2017: 12%).	£12777
Expert delivery of subject content and examination technique in EBACC courses.	Delta subject directors in science, history, geography and French to work with targeted disadvantaged pupils in the preparation for terminal examination aspects of each course that contributes to a pupil's grade.	Increased progress 8 score in the Ebacc subjects from -0.56 in 2017 to at least above expected progress (+0.01) in 2018.	£24366

<p>Academy to fund alternate provision.</p>	<p>Tracking system allowing early intervention needed for disadvantaged 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, One-to-one tuition funded for specific students to ensure progress in Core subjects.</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, removing barriers for learning.</p>	<p>£17320</p>
<p>Additional KS4 qualification</p>	<p>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.</p>	<p>Progress 8 score for ‘disadvantaged’ students in the open basket to remain significantly above the progress of other students nationally.</p>	<p>£6980</p>
<p>Attendance team to prioritise and monitor PP pupils.</p>	<p>Attendance team to prioritise and monitor disadvantaged 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>An increased attendance for disadvantaged students from that of 2017 91%.</p>	<p>£35899</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.		
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. These include referrals to external agencies, additional provision training providers and St Wilfrid's Academy.	A reduction in the number of persistent absentees eligible for pupil premium in 2018 when a comparison is made with figures from 2017.	£3988
Expert provision of targeted intervention for year 11 pupil premium students in mathematics.	Delta director for mathematics will deliver and lead targeted interventions.	Progress 8 score in mathematics for disadvantaged students to increase from that of 2017, -0.26. To be at least above expected progress (+0.01) in 2018, but aiming to be above the progress of other students nationally (+0.11).	£6134
Expert provision of targeted intervention for year 11 disadvantaged students in English.	Delta director for English will deliver and lead targeted interventions.	Progress 8 score in English for disadvantaged students to increase by at least half a grade per pupil (increase of +0.5) from that of 2017 (-0.67), but aiming to be at least above expected progress (+0.01) in 2018.	£6134
Holiday revision workshops.	Increased progress and attainment across KS4 and KS5 through holiday revision workshops aimed at targeted cohort eligible for pupil premium.	Progress gaps (2018) between disadvantaged and others will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of disadvantaged students will be at least +0.11, matching that of others.	£1083

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 disadvantaged and others will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of disadvantaged students will be at least +0.11 matching that of others.	£1866
Provision of High Quality Careers guidance.	Disadvantaged students in years 10 and 11 have access to high quality and frequent careers information and guidance.	The percentage of year 11 disadvantaged 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 disadvantaged and others will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of disadvantaged students will be at least +0.11 matching that of others.	£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.	<p>Progress gaps (2018) between disadvantaged and others will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of disadvantaged students will be at least +0.11 matching that of others.</p> <p>Increased percentage of students achieving a Grade 4 or above in English and Maths. (2017: 37%).</p> <p>Increased percentage of students achieving a Grade 5 or above in English and Maths. (2017: 12%).</p>	£2932

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 8 score in mathematics for disadvantaged students to increase from that of 2017, -0.26. To be at least above expected progress (+0.01) in 2018, but aiming to be above the progress of other students nationally (+0.11). This will be sustained due to mastery teaching.	£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 disadvantaged and others will narrow when comparisons are made with the progress of students in 2017, so that the progress 8 value of disadvantaged students will be at least +0.11 matching that of others.	£9200
Year 11 attendance monitoring for identified cohort by SLT.	Principal and SLT to monitor and intervene with an identified cohort of students to improve attendance.	An increased attendance for disadvantaged students from that of 2017 91%.	£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 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 Years 7 and 8 in 2018 when comparisons are made with figures from 2017 in all subjects.	£23400
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

Current Impact

Priorities for 2017/18			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Current Position</i>
F.	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.	To narrow the gap between the percentage of disadvantaged and other pupils achieving at least a Grade 4 in English and maths from -27% (37% compared with 64%) in 2017. To narrow the gap between the percentage of disadvantaged and other pupils achieving at least a Grade 5 in English and maths from -32% (12% compared with 44%) in 2017.	-17% -24%
G.	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 baskets, so that the progress 8 value improves at least half a grade per pupil (increase of 0.5) from -0.78 (in 2017).	-0.03
H.	Improve the progress made by male students eligible for PP in English.	Male students make improved progress in English, so that the progress 8 value improves at least half a grade per pupil (increase of 0.5) from -1.19 (in 2017).	-0.21
I.	Improve the percentage of school year attended for disadvantaged students.	An increased attendance for disadvantaged students from that of 2017 91%.	93.6%
J.	A reduction in the behaviours of disadvantaged students that lead to the removal from the classroom environment.	Reduce the average number of C4 detentions per disadvantaged student in academic year from 6.4 in 2017 Reduce the average number of C5 incidents per disadvantaged student in an academic year from 2.3 in 2017. Reduce the average number of days of exclusion per disadvantaged student in an academic year from 0.8 in 2017.	3.4 1.4 0.2

