

Pupil Premium Statement and Strategy 2018/19 – including a review of 2017/18 spending

Summary information					
School	De Warenne Academy				
Academic Year	2018/19	Total PP budget	£266475	Date of most recent PP Review	Sept 18
Total number of pupils	735	Number of pupils eligible for PP	285	Date for next internal review of this strategy	29/11/18
Dates for reporting to PP Committee	29/11/18				

2017/2018 Achievement Information (Year 11)					
Measure	Pupils Eligible for PP (DWA)	Pupils not Eligible for PP (DWA)	In-School gap	Pupils not Eligible for PP (Nat.)	DWA/ National Gap
Key Stage 2 Fine Point Level (Cohort size)	25.5	26.9	-1.4	-	-
Progress 8 score average	-0.06	0.17	-0.22	0.11	0.17
Progress 8 English	0.00	0.16	-0.16	0.11	0.11
Progress 8 Maths	-0.18	0.08	-0.26	0.11	0.29
Progress 8 English Baccalaureate Slots	-0.80	-0.37	-0.43	0.13	0.93
Progress 8 Open Slots	+0.71	0.69	+0.02	0.09	0.64
Progress 8 score average for Higher Ability Pupils	-1.12	0.08	-1.20	0.09	1.21
Attainment 8 score average	35.77	42.63	6.86	49.8	14.03
% Attaining 9-7 in English and Maths	-	3%	-	-	-
% Attaining 9-5 in English and Maths	10%	38%	28%	49.4	39.4
% Attaining 9-4 in English and Maths	35%	60%	25%	71.2	36.2

Barriers to Future Attainment (for pupils eligible for Pupil Premium, including those who are the 'Most Able')

a. In-school Barriers	
A.	Inconsistencies in the quality of planning and delivery of lessons in key subjects mean that not all PP pupils make the good progress they should.
B.	Reading, writing, communication and mathematics skills are lower for PP pupils than 'others' on entry, meaning there are gaps to close to enable them to make good progress in Y7.
C.	Fewer Higher Attaining PP pupils in Y7, 8 and 9 make good progress than 'others'. If not addressed, this will hinder continued good progress in Y10 and 11.
D.	PP pupils, particularly boys, receive more 'Consequences' and matrix removes (C4) than other pupils and this detrimentally affects their academic progress.

Barriers to Future Attainment (for pupils eligible for Pupil Premium, including those who are the 'Most Able')	
b. External Barriers (issues which also require action outside of school, such as low attendance rates)	
E.	Attendance rates for pupils eligible for PP in 2017-18 was 93.7% vs. 95.4% for non-PP pupils. This reduces their hours in school and impacts negatively on their progress and attainment. This is better than national, however we want to be in line with national attendance for non-PP pupils.
F.	The attendance of parents / carers of PP pupils at Parental Consultation Evenings is typically lower than that of 'others'. This means that these parents / carers are not fully aware of their child's current academic progress or how best to support them.
G.	Homework completion and attendance at additional study sessions is lower for PP pupils than it is for 'others'.
H.	Many pupils eligible for the Pupil Premium lack aspiration relating to further and higher education and also future career opportunities. The academy uses HEPPSY+ and CareersInc, in addition to PP funding to remove this barrier.

Outcomes 2018/19		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Consistently good teaching across the academy, measured by its impact on pupils' progress, will ensure that all pupils eligible for the Pupil Premium make rates of progress that are at least in line with 'other' non-PP pupils nationally.</p> <p>All teachers will have high expectations for disadvantaged pupils and will ensure work is challenging, completed to a high standard and presented neatly.</p>	<ol style="list-style-type: none"> i. Analysis of the evidence gathered through the routine monitoring of teaching will demonstrate high expectations and appropriate challenge for all pupils eligible for the Pupil Premium across the curriculum. ii. Analysis of data in Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and 'other' non-PP pupils. Where gaps exist, these will be closing rapidly.

		<ul style="list-style-type: none"> iii. The Most Able Pupils eligible for the Pupil Premium will attain the highest GCSE grades (7-9) at equivalent, or better, rates than 'other non-PP pupils. iv. Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny will show that PRIDE is in place. v. PP pupils aim for the aspire learning outcome in all lessons and are able to articulate what they need to do to achieve this.
B.	<p>High levels of progress in reading and writing for Year 7 and 8 pupils eligible for the Pupil Premium.</p> <p>Current benchmark – starting point:</p> <p>Benchmark will be added when Y7 complete reading tests.</p> <p>Y8 = 35% of PP pupils have a reading age that is at least in line with their chronological age 26% of PP pupils in Y8 are on track to reach their target grade in English.</p> <p>High levels of progress in mathematics for Year 7 and 8 pupils eligible for the Pupil Premium.</p> <p>88% of PP pupils in Y7 are on track to reach their target grade in Maths. 60% of PP pupils in Y8 are on track to reach their target grade in Maths.</p>	<ul style="list-style-type: none"> i. All new Year 7 pupils [2018 entry] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 7. ii. All Year 8 pupils [2018] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 8. iii. Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils, in English and mathematics in order to catch up. iv. We will evidence this using: <ul style="list-style-type: none"> a. Reading ages in October, December, March and June b. Y7 & 8 English and maths data captures: 15th Oct, 10th Dec, 4th Feb, 8th April, 13th May, 8th July
C.	<p>The proportion of Higher Ability Pupils eligible for the Pupil Premium making good progress will meet or exceed that of 'other' non-PP pupils in all curriculum areas and all year groups.</p>	<ul style="list-style-type: none"> i. Analysis of data in Years 7 to 11 will show that there are no gaps in progress between HAP eligible for the Pupil Premium and 'other' HAP non-PP pupils. Where gaps exist, these will be closing rapidly. ii. HAP eligible for the Pupil Premium will attain the highest GCSE grades (7-9) at equivalent, or better, rates than 'other non-PP pupils.

D.	<p>Significant improvements in the attitudes and behaviour of an identified cohort of pupils eligible for the Pupil Premium will ensure that they are less frequently removed from lessons and therefore able to make better progress.</p>	<ul style="list-style-type: none"> i. Evidence gathered from the routine monitoring and evaluation will show that pupils eligible for the Pupil Premium in Years 7-9, particularly boys, are engaged by high quality, well-planned teaching. ii. Analysis of behavioural data will show a reduction in the average number of C4 detentions given to PP pupils – 2017/18 = 3.9 - a reduction in C5 isolations 2017/18 = 1.8 (per PP pupil) and a reduction in the average number of days of exclusion per disadvantaged pupil in and academic year from 0.5 2017/18. iii. Analysis of data in Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and 'other' non-PP pupils. Where gaps exist, these will be closing rapidly.
E.	<p>Improved attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].</p>	<ul style="list-style-type: none"> i. Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to 12.7% or below (Nat. Ave. PP = 21.6%, non PP = 12.7%). 2017 PP who were PA = 15.8% ii. Improve overall attendance rates of pupils eligible for PP to 96% or above (Nat. Ave. PP = 92.8%, non-FSM = 96%). 2017 overall attendance for PP pupils = 93.7%
F.	<p>Increased parental engagement including improved attendance rates for parents / carers of pupils eligible for the Pupil Premium at Parent Consultation Evenings.</p>	<ul style="list-style-type: none"> i. The parents / carers of pupils eligible for PP attend at least one event.
G.	<p>Improved homework completion through the use of Knowledge Organiser (KO), Hegarty Maths and GCSEPod. Improved attendance at enrichment study sessions for pupils eligible for the Pupil Premium. This will ensure that they are better-prepared for examinations in Year 11 because they have developed and sustained good study habits.</p>	<ul style="list-style-type: none"> i. Behaviour data will show that sanctions are low for poor use of KO/Hegarty/GCSEPod. ii. Disadvantaged pupils are rewarded in weekly assemblies iii. 47% of Y11 after school enrichment sessions are attended by pupils in receipt of the pupil premium. Parents attend one or more after school event per year.

H.	<p>Pupils eligible for the Pupil Premium show increased self-esteem, ambition and aspiration in relation to their life beyond the academy. Pupils are tracked throughout their time at the academy and placed on a careers pathway monitored by academy staff and CareersInc. This will lead to improved aspiration.</p> <p>Benchmark – National NEET PP = 9% DWA 2018 = 2.5% (1 pupil)</p>	<ul style="list-style-type: none"> i. Regular feedback from questionnaires demonstrates that pupils have a clear, well thought out plan with a firm progression pathway in mind. ii. Monitoring and evaluation of tutor and PSHE lessons shows that pupils understand progression pathways and are able to analyse and evaluate their own options. iii. NEET figures for pupils eligible for the Pupil Premium are above national level with 100% of leavers in education, employment or training. iv. Careers award (Prospects) is maintained yearly. This helps to ensure that high quality impartial CEIAG raises the aspirations of disadvantaged pupils.
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Planned Expenditure					
Academic Year		2018/19			
The three headings below demonstrate how De Warenne Academy is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality First 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?
A - H	SLT PP Leads £27142 (20%)	High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy.	SLT leads accountable to the Pupil Premium Committee of the AAB and the Principal. Challenge through line management and monitoring by the Principal.	ARY	Internal reviews Support from link PP governor External review Termly PP committee reviews Performance management cycle
Impact to date 1					
Impact to date 2					

Impact to date 3					
B	Accelerated Reader £4000 – from PP budget (£10000) – total cost	The Education Endowment Foundation (EEF) has recently conducted research into Accelerated Reader. The study found that Year 7 pupils who were offered Accelerated Reader made 5 months' additional progress in reading compared to other similar pupils.	The element of competition and access to a range of exciting age appropriate books will support students in reading for pleasure, improving their reading levels. The librarian will monitor the system using accelerated reader analytics.	JHL HTL	Half termly review cycle Reading Champion and English department
Impact to date 1					
Impact to date 2					
Impact to date 3					
	Sound Training £4200	This is a 6 week programme and will be used to improve reading skills for targeted pupils. WRAT 4 reading tests will be used to measure impact.	English department standards meeting cycle. The Reading Champion and English department will ensure that the correct pupils are targeted.	HTL	6 week cycle. Termly department challenge meeting.
Impact to date 1					
Impact to date 2					
Impact to date 3					
D, E	Alternative Provision St Wilfreds Total cost £157389 PP 10 out of 12 students £935 x 10 =	Following an identified need, pupils are provided with alternative provision, which is designed to meet their individual learning requirements and ensure that they are able to make strong progress, as a result	Exam results Internal data capture Pupil voice Monitoring visits to St Wilfred's	SBM	Monitoring visits to providers every 6 weeks. Support/Experience team will monitor pupil achievement at each data capture.

	PP strategy charge £9350	of a learning climate which is better suited to their needs and abilities.			
Impact to date 1					
Impact to date 2					
Impact to date 3					
A, C	Director Support EBACC £14883 x 3 £44649	Delta subject directors in science, history, geography and French will work with targeted disadvantaged pupils. This strategy is moderate cost and high impact based on summer 2018 results.	Ebacc QA schedule will focus on the impact directors make on targeted disadvantaged pupils. Data will be analysed at each data capture point and adjustments to groups that directors teach will be made if necessary.	JSR SBK SAT CHL	QA schedule of EBACC departments. Internal Delta trust monitoring system. Data capture every half term.
Impact to date 1					
Impact to date 2					
Impact to date 3					
A, C	Director Support Maths £29,766	Delta subject director in maths will teach top set maths group which includes 14 high ability PP pupils. This strategy is moderate cost and high impact based on summer 2018 results.	Maths QA schedule will focus on the impact the director makes on targeted disadvantaged pupils. Data will be analysed at each data capture point and adjustments to groups that directors teach will be made if necessary.	JSR TMN	QA schedule of maths departments. Internal Delta trust monitoring system. Data capture every half term.
Impact to date 1					

Impact to date 2					
Impact to date 3					
A, C	Director Support English £14883	Delta subject directors in English will work with targeted disadvantaged pupils. This strategy is moderate cost and high impact based on summer 2018 results.	English QA schedule will focus on the impact directors make on targeted disadvantaged pupils. Data will be analysed at each data capture point and adjustments to groups that directors teach will be made if necessary.	JSR BSD	QA schedule of English departments. Internal Delta trust monitoring system. Data capture every half term.
Impact to date 1					
Impact to date 2					
Impact to date 3					
Cost	Targeted Support Budgeted			£133990	

Targeted Support					
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?
A, B, C, D, E	One to One support in class £9750 (£25 x 10hrs x 39 weeks)	"Make decisions based on data...using frequent, rather than one off assessments" DfE 2015	Academy RAG meetings will pinpoint which PP pupils require additional support.	JSR and HOD	HOD drop in records. Department QA schedule. AP experience will analyse pupil gains to

		<p>Departmental intervention for those pupils identified as underachieving</p> <p>One to one staff in Maths and English to provide subject specific intervention.</p>	<p>Personalised intervention programme with SMART targets. Specific knowledge gaps documented with at least 3 bespoke strategies listed for each pupil.</p> <p>QLA will drive delivered content. HoD will monitor through the faculty monitoring and evaluation cycle.</p>		<p>be shared with PP committee and SLT.</p>
Impact to date 1					
Impact to date 2					
Impact to date 3					
A, B, D, E, H	<p>The Bridge and PLC £35000 £24000</p>	<p>The Bridge and PLC support team (2 members of staff) will offer focussed support to PP students including personalised curriculum, one to one behaviour support, welfare checks, parental contact, small group work, mentoring, lesson drop ins, counselling and RP.</p>	<p>Support staff will report weekly to Support Team who will feedback to the SLT. Work scrutiny of PP pupils to ensure challenge of the most vulnerable. MSY will triangulate evidence to improve provision.</p>	<p>MSY and SBM</p>	<p>The Bridge and PLC staff will review daily. Inclusion team will adjust TT of PP pupils as appropriate. Support Team focused termly reviews</p>
Impact to date 1					
Impact to date 2					
Impact to date 3					
E,F	<p>Attendance Officer £22000</p>	<p>Behaviour and attendance interventions – moderate impact for moderate cost – The</p>	<p>Meeting or exceeding the academy attendance target of 96%. Increased number of</p>	<p>SBM</p>	<p>Daily and weekly attendance reports will</p>

		<p>Education Endowment Foundation (EEF)</p> <p>Earlier parental and agency support improves outcomes.</p> <p>To close the attendance gap between PP and Non PP. Attendance officer will work closely with the learning managers to ensure that phone calls, parental meetings and focus groups take place for the correct pupils.</p> <p>The attendance officer will devise attendance support plans and arrange meetings.</p>	<p>disadvantaged students eligible for attendance rewards. Compare Parent/Carer evening registers.</p>		<p>be published for all students in each year group. The data for PP and Non PP pupils will be analysed. Weekly attendance meetings with the attendance team colleagues, the inclusion teams and Assistant Principal with responsibility for Attendance.</p>
Impact to date 1					
Impact to date 2					
Impact to date 3					
D, E, H	<p>Invigilators £10300</p>	<p>3 x Y11 Trial Examinations taken across the curriculum under controlled conditions with external invigilators. Examination review period after all examinations to focus on the performance of disadvantaged pupils and subsequent strategies. Year 10 Trial Examinations to take place in the summer term. A personalised approach will be taken to</p>	<p>Ensure that personalised access arrangements are implemented for vulnerable PP pupils in accordance with the examination guidance notes.</p>	<p>JSR</p>	<p>Construction of the Trial timetables in Sept 2018, Dec 2018 March 2019. Construction of the external examination timetable in April 2019. Access arrangement meetings and corresponding documentation.</p>

		maximise the performance of students in internal Trials and external examinations.			
Impact to date 1					
Impact to date 2					
Impact to date 3					
D, E, F, H	Learning Managers £66975	2 days per week equivalent. The support teams will offer focussed support to PP pupils including welfare checks, parental contact, multi-agency work, small group work, mentoring, lesson drop ins, link referral, counselling, RP, EWO support and uniform.	Daily inclusion meetings and pupil tracking documents will ensure that learning managers are able to support PP pupils well.	SBM MSY	Weekly line management of inclusion team will review performance in relation to removing internal and external barriers PP pupils face.
Impact to date 1					
Impact to date 2					
Impact to date 3					
A, C, E, F, H	Holiday Revision Classes £7000	Holiday revision and intervention sessions have historically led to improved achievement. Parents of PP pupils will be telephoned by the Y11 learning manager to ensure that attendance is high.	Holiday sessions will be coordinated by AVP Experience. HOD will plan the sessions and ensure resources are available. QLA will drive the sessions so that knowledge/skills gaps are closed. Analysis of PP attendance after each session. Admin staff will make phone calls to improve attendance each day.	JSR HOD	Analysis of PP attendance. Monitor achievement gains through data capture and subject specific tests before and after the sessions.

Impact to date 1					
Impact to date 2					
Impact to date 3					
E, F	Parent Engagement Events £1000	"It is not about hard to reach families, but hard to reach schools." Engage parents/carers with the importance of study through events aimed at the parents of disadvantaged pupils. Resources and equipment will be provided. Welcoming and positive environment.	Improved attendance to subsequent events. Positive parental feedback. Increased engagement e.g. phone calls and emails. Stronger relationships with parents and carers.	JSR	Analysis of the attendance of targeted pupils after each event.
Impact to date 1					
Impact to date 2					
Impact to date 3					
A, B, C, D, E	One to One support after school £4875 (£25 x 5hrs x 39 weeks)	"make decisions based on data...using frequent, rather than one off assessments" DfE 2015 Departmental intervention for those pupils identified as underachieving – after school. One to one staff in Maths and English to provide subject specific intervention.	Monitor attendance to after school one to one sessions through SIMs register and enrichment tracking document. RAG meetings, HOD and Experience team will ensure the correct pupils are targeted with precision. Impact will be measured through testing. Reporting through data capture cycle.	JSR and HOD	Weekly monitoring of sessions. Monitor attendance daily. Analysis of data capture every half term.

Impact to date 1	
Impact to date 2	
Impact to date 3	
Cost	Targeted Support Budgeted £180900

Other Approaches					
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?
D, E, H	Provision of High Quality Careers guidance £5763	Disadvantaged students in years 10 and 11 have access to high quality and frequent careers information and guidance via CareersInc and Heppsy+.	The percentage of year 11 disadvantaged students classified as NEET (2019) to fall when comparisons are made with the figure for 2018 (2.5% - 1 PP pupil). Quality award in CGIAG (prospects) maintained and improved upon. Quality award recommendations completed 2018/19	ATN	Weekly line management JSR and ATN. Review of CareersInc provision after key points in the programme.
Impact to date 1					
Impact to date 2					
Impact to date 3					
A	Food Ingredients £1000	Ingredients provided for disadvantaged pupils who cannot afford to bring their own supplies for lessons. Historically pupils have made more progress with resources	QA schedule of DT department. Data capture. SLT triangulation of data, monitoring and pupil voice.	CSS	Half termly data capture cycle. Weekly department QA.

		provided when necessary. The food is automatically ordered and distributed to all year groups with a higher proportion given to KS4 pupils.			
Impact to date 1					
Impact to date 2					
Impact to date 3					
A, B, C, D, E	After school Revision Classes £9500	Comprehensive after school revision programme in place for all disadvantaged pupils. Attendance of PP pupils will be monitored closely. SLT, learning manager, form tutor and EWO will ensure attendance is proportional to the number of PP pupils in Y11.	Pupils encouraged to attend by all staff. HOD will QA after school sessions to ensure consistency, challenge relevance and engagement.	JSR/JME	Daily register and weekly tracking document.
Impact to date 1					
Impact to date 2					
Impact to date 3					
Cost				Other Approaches Budgeted	£16263

Total from Pupil Premium	£266475
Total from Other Sources	£64678 and (£20000 Heppsy+ funding)
Total Budgeted Spend	£331153

Review of 2017/18 spending – Impact

Disadvantaged	2017	2018	Difference
Progress 8	-0.16	-0.05	+0.11
4+ English and ma Gap PP v non PP	27% gap	25% gap	+2%
5+ English and ma Gap PP v non PP	32% gap	29% gap	+3%
English 5+	23%	50%	+27%
English 4+	39%	68%	+29%
Maths 5+	27%	13%	-14%
Maths 4+	57%	43%	-14%
7+ Sci.	0%	0%	0%
5+ Sci.	13%	7%	-6%
4+ Sci.	42%	21%	-21%
Progress 8 English	-0.66	0.00	+0.66
Progress 8 Maths	-0.24	-0.18	+0.06
Progress 8 EBacc	-0.55	-0.80	-0.25
Progress 8 Open	+0.60	+0.71	+0.11

Disadvantaged Attendance	2016-2017	2017-2018	Difference	National Disadvantaged
Year 7	94.7%	95.9%	+1.2%	
Year 8	93.5%	95.2%	+1.7%	
Year 9	91.4%	92.8%	+1.4%	
Year 10	89.2%	93.4%	+4.2%	
Year 11	88.6%	91.5%	+2.9%	
Attendance Total	91.3%	93.6%	+2.3%	92.8%
PA Total	21.8%	15.9%	-5.9%	21.6%

2017/18 Impact

Priorities for 2017/18			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	Outcome 2017/18
	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 2016/2017.</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 2016/2017.</p>	<p>Gap = -24%</p> <p>Gap = -29%</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 2016/2017).	0.07 improvement (7 pupils)
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 2016/2017). Increase to -0.83	+0.36
D.	Improve the percentage of school year attended for disadvantaged students.	An increased attendance for disadvantaged students from that of 2016/2017 91%.	93.6% National Disadvantaged = 92.8%

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 2016/2017</p> <p>Reduce the average number of C5 incidents per disadvantaged student in an academic year from 2.3 in 2016/2017.</p> <p>Reduce the average number of days of exclusion per disadvantaged student in an academic year from 0.8 in 2016/2017.</p>	<p>3.9</p> <p>1.8</p> <p>0.5</p>
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