# Pupil premium strategy statement – Ebor Academy Filey

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| 1. **Summary information** | | | | | |
| **School** | Ebor Academy Filey | | | | |
| **Academic Year** | 2016-17 | **Total PP budget** | £143,990 | **Date of most recent PP Review** | Nov. 2014 |
| **Total number of pupils** | 417 | **Number of pupils eligible for PP** | 158 | **Date for next internal review of this strategy** | Sept 17 |

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| 1. **Current attainment** | | | | | | |
|  | | | | Pupils eligible for PP (your school) | | Pupils not eligible for PP (national average) |
| **% achieving 5A\* - C incl. EM (2015-16 only)** | | | | **18%** | | 64.7% |
| **% achieving expected progress in English / Maths (2015-16 only)** | | | | **25%/18%** | | 75.8% / 73.4% |
| **Progress 8 score average** | | | | **-0.645** | | 0.12 |
| **Attainment 8 score average** | | | | **37.5** | | 52 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | |
| **In-school barriers** *(issues addressed in school, such as poor literacy skills)* | | | | | | |
|  | | | Literacy skills across KS3 are lower for PP students than non-PP which prevents progress being as expected in Y7 | | | |
|  | | | Behavioural difficulties of identified cohort is resulting in higher than average removal from lessons | | | |
|  | | | High achieving students fail to fulfil potential at end of KS4. | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | |
| **D.** | | Overall attendance across school is less than expected 95%. | | | | |
| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | | | | Success criteria | |
|  | High levels of progress in literacy & numeracy for KS3 students eligible for PP. | | | | Students in KS3 make more progress by end of year so that 100% meet expected targets and 40% exceed targets. Evidence will be gathered from Accelerated Reader results and English assessments at the end of each cycle  Pupil premium students in KS3 Year 7 Maths make more progress by end of year with a 70% meet expected targets and 30% exceed targets thereby closing the gap when  compared with non PP peers. | |
|  | Behavioural issues of range of students with frequent removals is addressed | | | | Fewer incidents of red line removals recorded for identified PP students currently at high risk. | |
| **C.** | High achieving students make at least expected progress and most make more than expected | | | | GCSE results and end of year assessments show positive flightpath on upward trajectory for more able students, identified through CATs on entry. | |
| **D.** | Increased attendance rate for students eligible for PP | | | | Reduce number of PA among PP students to less than 10%. Overall attendance of students eligible for PP improves to national average. | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2016-17** | | | | |
| The three headings below enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved KS3 literacy progress | CPD on Accelerated Reader and questioning techniques.  Incentives offered by way of Reading Dogs, postcards home and praise/celebration of achievement. | | Sutton Trust suggests that improvement of questioning leads to higher order thinking becoming an effective tool in raising achievement.  Research suggests that positive feedback results in higher confidence levels and better engagements with tasks. (The Effects of Praise on Children’s Intrinsic Motivation: A Review and Synthesis. Henderlong and Lepper. 2002. Stanford.) | Staff monitored through Teacher Tracker. | SLT | Sept 17 |
| Improved KS3 literacy progress | Effective marking techniques to be discussed and shared in daily staff ‘Teach meet’. | | Research from Ofsted (Mar 2016) indicates marking can significantly impact on learning of students.  Sutton Trust also indicates effective marking combined with metacognition produces long lasting results. | Peer review and assessment. In-class observation by peers. Regular monitoring by SLT with personalised feedback with HoD to identify and cascade good practice and challenge areas of weakness. | SBa/JWi/ACr | Jun 17 |
| Improved KS3 literacy progress | Range of extra-curricular opportunities to support independent learning. Offer of homework clubs and enrichment opportunities with specialist staff. | | Sutton Trust data indicates that effectively set homework targeting specific skills can offer accelerated rates of progress and learning.  Comparatively high levels of social/rural deprivation in Filey area means that access to ICT or extended learning opportunities are limited. | Staff allocated to support /deliver session outside school time to monitor attendance and feedback data. Use of LRC to offer access to necessary research tools.  Homework monitoring to be done by HoKS with T&L managers. Feedback to individual staff and dept. about frequency/success. | JWi/ACr/Api | Sep 17 |
| High achieving students make at least expected progress. | Smaller class sizes to facilitate confidence and opportunities for asking questions.  Explicit teaching about Growth Mind set delivered to staff to encourage implementation in classes.  Inclusion of PP students on school council and as house captains to provide positive role models. | | Research from Sutton Trust suggests that reducing class sizes can have a positive impact on student progress, albeit at considerably higher cost than other interventions.  Metacognition can deliver high impact results for smaller investment. | Timetable construction monitored to ensure classes sizes are kept within acceptable parameters. New arrivals in school allocated to classes with reference to current population. | Aga/Acr | Sept 17 |
| Accelerate the progress in numeracy to close the attainment gap. | Provide children with a deep understanding of the subject through the use of a concrete, pictorial and abstract approach. This ensures children fully understand what they are learning, and are able to explain their methods. | | Evidence will be gathered from Maths Mastery data sets using a variety of assessment tools provided by the Maths Mastery programme and validated across a range of schools nationally. | Ongoing monitoring of work being done by teaching staff in Maths. Updated training as available.  Opportunities for sharing good practice with other schools.  Assessment carried out at regular intervals to check progress. | Maths/JWi | Jul17 |
| **Total budgeted cost** | | | | | | £40,000 |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **The evidence and rationale for this choice.** | **How we will ensure it is implemented well.** | **Staff lead** | **When we will review implementation.** |
| Improved Behaviour/reduction of issues for identified group with high level red line removals | Mentors allocated to meet weekly with identified students.  Identify range of targeted behaviour interventions to implement. | | EEF Toolkit suggests that targeted interventions matched to needs of students can be effective. | Involve parents in planning and evaluation of intervention.  Monitor behaviour; celebrate success to reinforce positives. Check improved behaviour results in improved attainment. | JCo | Mar 17 |
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| **Total budgeted cost** | | | | | | £77,000 |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **The evidence and rationale for this choice.** | **How we will ensure it is implemented well.** | **Staff lead** | **When we will review implementation.** |
| Increased attendance rates | Active engagement with students to make home visits when absent. Collection from home if necessary.  Meetings offered with parents to discuss difficulties.  Sanctions for truancy. | | Raising expectations of parents about attendance and improving understanding of impact of attendance on results achieved at GCSE. Explicitly link to earning potential. | All staff will assume level of responsibility for encouraging good attendance via tutor times, student briefings, staff calls home, attendance co-ordinator. | JCo/JWai | Mar 17 |
| Increased attendance rates | Daily monitoring of attendance. Reports and certificates to motivate and encourage.  Liaise with MAST etc. to ensure all professionals fully informed about concerns. | | Cross agency working provides additional support for families and parents. Praise acts as better motivator for parents and students. | Weekly attendance rates published and shared with all staff. Individual forms/individuals causing concern to be discussed at Strategy meetings. Further action agreed as required. | JCo/JWai | Mar 17 |
| Increased attendance rates | Provision of uniform and sports kits for families unable to provide these necessities.  Provision of writing materials. | | Students are unable to attend school or participate in lessons without the correct clothing or equipment. Stress crated by necessity to buy these items reduced for whole family by discreet provision directly through provider. | Payments to school uniform provider checked to show vouchers redeemed. | EJo |  |
| **Total budgeted cost** | | | | | | £38,500 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2015-16** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| Broaden aspirations of students to encourage to ‘Aim High’ in exams. | Cultural/educational visits subsidised to enable widest range of students to attend. Targeted invitations for specific HE activities. | Improved awareness of opportunities available to wider range of students. Raised aspirations for some students resulting in FE applications. | Will continue with approach as access to wider cultural experiences delivers holistic benefits as well as raising expectations of life-chances. | £960 |
| Improved literacy for KS3 students | Accelerated reader for all students in KS3 until above average reading age achieved (15.06+)  Reading interventions for weakest students – peer mentoring and group activities.  Introduction of Reading Dogs to provide non critical ‘listener’. | Positive impact on majority of students delivering better than chronological progress being made by those with lowest reading ages.  Good results obtained through peer mentoring in building of confidence with older students and improvement in reading being evidenced through improved results. | Will continue using for Y7 and Y8 students plus selected other readers from older age groups as required.  Reading Dogs come in each Tuesday for selected students to ‘read to/with’. This is a really enjoyable experience and students benefit from the non-judgemental approach. | £38521 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| Raise achievement levels of PP students across school based on entry data. | Individual and small group work to focus on literacy/numeracy skills.  Staff allocated to work with small groups and individuals following referrals from subject staff. | Positive results for some identified students achieving above expected progress.  General improvement of all students not consistent. | Focus on narrower range of subjects delivered by subject specialists more likely to produce progress required. Inreach provision to be made more subject based to increase rate of progress achieved.  Small group focus on subjects delivered improved outcomes for majority of students involved in some subjects. | £35,887 |
| Prepare PP students for exams and promote better understanding of process and requirements | Allocated support time for mentors to meet with students.  Revision programme for Y11 from external providers.  Holiday revision sessions prior to exams.  Provision of revision materials from commercial sources | Students increased confidence in exam process and better awareness of requirements for each paper tackled.  Positive feedback for external providers about level of confidence in session and likely impact on personal revision skills. | Personal mentoring had least impact on progress indicators. Weekly meetings appeared to have made negligible impact on outcomes at end of KS4.  Revision sessions had more lasting and positive impact. Examiner input to sessions regarded as very positive with improved attitude to learning. | £39,454 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| Improve attendance of PP students to national average levels. | Group activities to focus on inhibiting factors.  Group SEAL activities. | Overall attendance across school was not consistently improved by the work undertaken. Some weeks delivered better attendance but there were significant numbers of PA across all year groups. | Focus on attendance is still required. Group activities will be unlikely to be the main method of addressing this issue. | £15,811 |
| Improve transition of PP students. | Transition days offered to full range of students. Those vulnerable/at risk/PP offered additional supporting visits to do ‘Club’ with HLTA and identified staff members. Focus on different aspects of secondary school each week in last half term of Y6. | Feedback indicates parents satisfied with arrangements and students reported feeling more confident when able to start in Sept 16.  Information gathered during the days and parent meetings was shared with staff prior to school year commencing to provide clear indicator of needs. | Benefits to confidence noticeable. Students felt more confident about orientation around school and finding their way. Knowing some of the staff meant that they had familiar faces and felt able to speak to them about any issues from the outset. Opportunities to discuss concerns beforehand meant they could be explicitly addressed and dealt with.  It will be continued in the next school session and efforts will be made to engage greater numbers next time. Support from mentors will be requested in order for relationships to be developed with the behaviour support team. | £22,094 |
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