

Plympton Academy Pupil Premium Strategy 2019-2020

I. Summary of School Information					
School	Plympton Academy				
Academic Year	2019-2020	Total Pupil Premium budget	£242,694	Date of most recent PP Review	June 2019
Total number of pupils	837 (7-11)	Number of pupils eligible for PPG	258 (30.8%)	Date for next review of strategy	July 2020
Looked After Children	4				

Year	Pupil Premium Students (Disadvantaged) 2018-2019	Services Pupil Premium Students 2018-2019	Cohort Size	Percentage of cohort
Year 11	21	15	109	19.27%
Year 10	72	14	155	46.45%
Year 9	51	20	176	28.92%
Year 8	55	17	188	29.26%
Year 7	59	22	209	28.23%
Total	258	88		

Staff involved in monitoring and supporting the Pupil Premium Action Plan	
Governor	Sue Dann (Chair of Governor)
Principal	Lisa Boorman (Pupil Premium strategy and monitoring)
Assistant Principal	Paul McCormack (Pupil Premium strategy and monitoring January 2019 - Present)
All Teachers and Teaching Assistants	Awareness of those students qualifying for support under the pupil premium guidance and of the impact they can make in the classroom through carefully differentiated work and close monitoring. All are expected to make appropriate arrangements in the classroom to secure strong and rapid progress to close the gap between those eligible for the pupil premium and all other students. At Plympton Academy our regular (every semester) monitoring and progress checks enable our teachers and teaching assistants to identify and intervene to support any student at risk of underachieving.
Heads of Department	Continuously monitor classroom standards and the progress of all students. In particular, to coordinate faculty interventions for pupil premium students where progress within any particular subject area is not sufficiently rapid.
Heads of Year	Continuously monitor the attainment and progress of all students within individual year groups. In particular they coordinate cross faculty interventions for pupil premium students where progress across a number of subjects is not sufficiently rapid.
Services Champion	To provide a focal point for service children, to act as the conduit to HMS Heroes and to initiate a range of pastoral support services specifically targeted at the needs of children of service families across the Academy.

Key Barriers to overcome
a. Historical poor progress from KS3-4: Students eligible for Pupil Premium funding, especially Higher Prior Attainers, identified from Key Stage 2 data results, have historically made less progress nationally over Key Stage 3 and 4 than other students.
b. Literacy and numeracy skills: In general, students in receipt of Pupil Premium funding enter Year 7 with lower Key Stage 2 SATs data reflecting the need to develop literacy and numeracy skills further early in KS3
c. Aspiration and educational ambition: Students who are eligible for Pupil Premium funding may arrive at the Plympton Academy lacking aspiration and educational ambition
d. Behaviour: Where standards of behaviour do not meet expectations, this can have a detrimental impact on a student's academic progress.
e. SEND needs: A number of students who are eligible for Pupil Premium, also have a range of SEND needs which can impact on their academic progress.
f. Attendance: Nationally, attendance rates for PP students are generally lower than the attendance rates for others.
g. Access to resources: Access to resources such as computers, revision material, extra-curricular activities can be more challenging for PP students.

Pupil Premium.

The **Pupil Premium** is additional funding provided by the Department for Education to enhance the education of the most socio-economically deprived students. Allocation of funding is made according to the number of students entitled to free school meals within the last six years (known as **Ever 6 FSM**) and children in care (known as **LAC**) that attend the school in Years 7-11. There is also additional Pupil Premium funding (known as the **Service Premium**) for any student who has or has had within the last four years a parent in the armed forces (known as **Ever 4 Service**).

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. In April 2014 it was increased to £935 per eligible pupil. Children of service personnel receive a lower amount of £300.

Dr Lee Elliot Major, chair of the evaluation advisory group of the gets to the heart of the issue. He says that we need to remember the Bananarama Principle: "It ain't what you do it's the way that you do it..." or said another way, "It ain't what you spend but the way that you spend it ... and that's what gets results!"

The idea that the attainment gap "*can be solved simply by spending more is beguiling but unrealistic*" Sir Kevan Collins Education Endowment Foundation (EEF) Chief Executive

References and further reading

- A Practical Guide to the Pupil Premium, Marc Rowland, 2014, John Catt Educational: <http://bit.ly/2Cs3679>
- The Pupil Premium: How schools are spending the funding successfully to maximise achievement, Ofsted, February 2013: <http://bit.ly/2CsQb50>
- The Pupil Premium: What Ofsted looks at, presentation from Lorna Fitzjohn HMI, West Midlands regional director, Ofsted, at the Headteacher Update March 2017 National Pupil Premium and Ofsted Conference: <http://bit.ly/2Ey6J1a>
- Ten-point plan for spending the Pupil Premium successfully, Sir John Dunford, October 2014: <http://bit.ly/2ExrmXI>
- Pupil Premium Toolkit: What works best at raising school achievement? Dr Lee Elliot Major, Education Endowment Foundation: <http://bit.ly/2C3oYKo>
- Teaching and Learning Toolkit, Education Endowment Foundation: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>
- Guidance Reports, Education Endowment Foundation: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>
- Promising Projects, Education Endowment Foundation: <https://educationendowmentfoundation.org.uk/tools/promising/>
- Pupil Premium: money matters, but nothing matters more than the teacher, Sir Kevan Collins, Education Endowment Foundation, June 2016: <http://bit.ly/2BzibuZ>
- Putting Evidence to Work: A school's guide to implementation, Education Endowment Foundation, February 2018: <http://bit.ly/2EzO0Cz>
- Guest post: Marc Rowland's 32 Pupil Premium ideas to magpie, Schools Improvement, Marc Rowland, May 2016: <http://bit.ly/2Ho7GqL>
- The Pupil Premium: A quick guide to maximising the impact of additional funding for disadvantaged pupils, Nasen, 2014: <http://bit.ly/2F9ivME>

Strategy	Action Required	Success criteria	Timescale	Person(s) Responsible and Monitoring Strategy
I. Raising of Profile of Pupil Premium Students				
a. All staff to be aware of which students are eligible for the Pupil Premium, increased depth of knowledge of PP students' needs and a high expectations for eligible students in a 'no excuses' culture .	<p>Launch in briefing and first RSL meeting of the year</p> <p>Encouraging of department briefings to include a PP item to share effective strategies and interventions of PP students who are not making expected progress</p> <p>High impact strategies disseminated to staff through morning briefings.</p>	A comprehensive awareness by teaching staff and teaching assistance of the importance in monitoring and providing the best possible learning opportunities of PP students. Departments create a bank of subject specific strategies in a bid to close the gap.	Semester 1 onwards	Staff surveys, Middle Leader Files and link meeting monitored in line with published schedule. PMC, HoD's, HoY, Challenge the Gap Champions
b. Student 360° Profiles for all students in Year 11.	Gather feedback of barriers/strategies from current teacher and include the student by allowing them to share information that they feel may impact on their learning. Interviewed by the HoY/PM to understand individual aspirations, barriers and supportive learning strategies that can be implemented.	All teachers and teaching assistants are aware of who the disadvantaged students are, their specific barriers to learning and wider contexts to facilitate planning of lessons to account for their specific needs	Ready for September 2019	PMC, HoY, PM
c. Accessible access to up-to-date electronic information of PP students so staff are aware of the barriers to learning, support strategies and background context.	<p>PP Disadvantaged and PP Services lists in Pupil Premium folder on the Team Drive as a read-only file. Additions and removals made by PMC when appropriate. Information on all current and historical intervention available on this document.</p> <p>PP indicators to be displayed in Class Charts used by teaching staff to identify PP students within lessons of all classes</p>	All staff are aware of who the PP students are across the Academy to broaden knowledge of individuals who staff may encounter but may not teach.	Semester 1 onwards	PMC, Challenge the Gap Champions to update.

<p>d. Clear overview of PP students' progress through robust monitoring and tracking systems.</p>	<p>Progress of PP students as a compulsory item on all department meeting agendas. Outcomes discussed with links</p> <p>Progress of PP students standing item on agenda at subject standard meetings</p> <p>Performance of PP students to be discussed at year groups meetings</p>	<p>All PP students to make at their expected level of progress in-line with their peers.</p> <p>Raised awareness of the importance of monitoring, supporting and providing the best possible learning opportunities for these students.</p>	<p>On-going</p>	<p>Minutes of meetings</p> <p>Interventions reviewed and updated after each semester and the impact measured.</p> <p>Overview by PMC, linked PP Governor (Sue Dan) in conjunction with HoY and pastoral mentors</p>
<p>e. All staff given updates on the performance of disadvantaged students via RSL meetings/briefings</p>	<p>The progress of the disadvantaged cohort as a discrete feature of whole staff RSL briefings following each data collection point.</p>	<p>Every staff member is aware of the progress and attainment of the disadvantaged students and their contribution to the overall headline figures at KS4.</p>	<p>Following each semester data collection point.</p>	<p>PMC</p>

Strategy	Action Required	Success criteria	Timescale	Person(s) Responsible and Monitoring Strategy
2. Monitoring & Evaluation				
<p>a. Clear overview of PP students' progress via robust tracking and monitoring</p>	<p>PP students at risk of underachieving are identified early and appropriate interventions / support put in place in a timely manner</p> <p>PP students meeting / exceeding targets are explicitly praised / rewarded</p>	<p>All PP students to make at least expected progress across the curriculum</p>	<p>On-going</p>	<p>Minutes of meetings</p> <p>Interventions updated / reviewed at each DC point and their impact assessed</p> <p>Overview held by PMC - linked to PP Governor - in conjunction with HoYs and pastoral mentors</p> <p>All Yr 11 PP students have staff mentor to meet with on weekly basis.</p>
<p>b. Middle Leader accountability increased.</p>	<p>Disadvantaged students to feature on agendas with interventions discussed and evaluated.</p> <p>Intervention strategies recorded on SIMS centrally to determine the impact and evaluate the support in place.</p>	<p>As a result of regular meetings discussing this group of students, HODs, HOHs and subject staff are fully aware of PP students (disadvantaged) and are able to intervene accordingly.</p> <p>T and L improvements as a result of planning to differentiate and provide relevant educational outcomes.</p>	<p>On-going throughout the year and scheduled link, department, standards meetings</p>	<p>Link meetings, department minutes evidenced and shared with PP co-ordinator. DDI's Lesson observations, work scrutiny</p>

Strategy	Action Required	Success criteria	Timescale	Person(s) Responsible and Monitoring Strategy
3. Improved Pastoral Support for Pupil Premium Students Parental engagement (EEF + 3 months) Social and emotional learning (+ 4 months) Mentoring (+1 month) Behaviour Interventions (EEF + 3 months)				
a. Improved attendance at KS4	<ul style="list-style-type: none"> ● In house cinema voucher for targeted students who achieve 95% attendance and high achievement scores each semester. ● Weekly monitoring of attendance, behaviour and parental contact ● Positive postcards for conduct and learning behaviours sent home to parents ● Attendance context leaflet distributed to parents to indicate the degree of lessons missed with low attendance. 	<ul style="list-style-type: none"> ● Improved attendance across the year cohorts of PP students ● The overall attendance of all disadvantaged students is at least 94% for 2019-2020 	End of each semester from semester 2	NSC, HoY, PM NSC to make daily phone calls of absent PP students
b. The Plympton Academy Achievement Voucher (£25)	<ul style="list-style-type: none"> ● Parents to be provided with an initial voucher to support students in Years 7-11 who are currently eligible for Pupil Premium with uniform, equipment, transport and extra-curricular costs. 	<ul style="list-style-type: none"> ● No disadvantaged student is issued with a sanction for a uniform infringement or equipment fault over the 2019-2020 academic year. ● 100% of disadvantaged students in Years 11 are provided with a full set of appropriate revision guides and study support materials 	From Term 1	PM, HoY, PMC
c. Academic and pastoral mentoring of PP students.	<ul style="list-style-type: none"> ● PM/challenge the gap champions to academically mentor and pastorally support PP students collating current intervention and supportive measuring implemented to raise the performance of students 	<ul style="list-style-type: none"> ● All PP students to make at their expected level of progress in-line with their peers. 	Semester 2 after the first data collection point to identify subject specific challenges for students.	Pastoral mentors and Challenge the Gap staff team. Staff assigned per year group

<p>d. Improve parental engagement.</p>	<ul style="list-style-type: none"> ● Invites for parents WITH students to attend concerts, shows, and fayres free of charge ● HOY to personally invite parents of PP students to both Tutor Parents Evening and Subject Parents Evening. All parents of PP students who failed to attend Parents Evening contacted to meet with HOY within 2 weeks of Parents Evening. ● Invite PP parents to an information event in the community to offer advice and guidance on PP and the support available ● Parents Evenings support sessions with parents with progression from Year 7 to 11 and strategies to support them and their children to overcome potential barriers to engagement with learning 	<ul style="list-style-type: none"> ● No opt-out possible to engage with the school. ● At least 80%+ of parents of disadvantaged parents attend their child's parents' evening 	<p>Throughout the year Before subject parents' evenings After subject parents evenings</p>	<p>Pastoral mentors and Challenge the Gap staff team.</p> <p>Monitoring and logging of disadvantaged parents attendance and participation rates in Parents evenings – HoY</p> <p>PMC, Challenge the Gap staff team</p>
<p>e. All disadvantaged students receive high quality individual academic, social and emotional mentoring through the Pastoral System</p>	<ul style="list-style-type: none"> ● All parents of disadvantaged students have had at least two mentoring sessions with the PM about attendance and progress 	<ul style="list-style-type: none"> ● PP Students have appropriate enhanced pastoral support to meet individual needs 	<p>On-going</p>	<p>Challenge the Gap staff team, HoY, PM</p>
<p>f. Provision of stationary equipment for PP students</p>	<ul style="list-style-type: none"> ● For any PP students in Y7-11 identified by a tutor as not having the Super 6 equipment, purchase these items once and provide the student with a full set 	<ul style="list-style-type: none"> ● All PP students in Y7-11 have the basic equipment required for school and are equipped for learning 	<p>Semester 1</p>	<p>Finance team, Challenge the Gap team</p>
<p>g. Year 11 Mentoring Programme</p>	<ul style="list-style-type: none"> ● All tutors dedicate one session per week to work solely with KS4 students assertive mentor around revision, time management, dealing with exam stress etc ● Tutor programme reconfigured to offer this opportunity e.g. during assembly 	<ul style="list-style-type: none"> ● Increased support for all PP KS4 students through an 'interested adult' approach, supporting but also holding to account and mentoring around emerging issues 	<p>Semester 1 on-wards</p>	<p>JST, PMC, Challenge the Gap Champions</p>

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4. Quality First Teaching & Academic Support				
a. Teachers aware of successful strategies to engage and motivate PP students on an individual basis, as well as any potential barriers to learning	<ul style="list-style-type: none"> ● PP students to be placed near more able and articulate students within lessons ● receive well-planned, targeted questioning ● Staff 	All PP students to make at least expected progress across the curriculum		Department Improvement Plans to focus on progress of PP students, as evidenced through lesson observations, data analysis, book looks and student voice
b. Students regarded as individuals rather than as a homogenous group	<ul style="list-style-type: none"> ● All teaching staff clear as to the strategies to support PP students and apply them consistently 	All PP students to make at least expected progress across the curriculum		Half-termly student voice to feedback on areas of curriculum where feeling supported and those where additional measures need to be put in place
c. Metacognition (EEF +8 months)	<ul style="list-style-type: none"> ● Academy's CPD focus to be on metacognition ● Departments to choose one strand of EEF Metacognition summary report to develop 	Linked to appraisal Key strand in DIPs		Appraisal reviews HoD.
d. Raise achievement in literacy and numeracy	<ul style="list-style-type: none"> ● Appointment of Literacy Lead to work alongside Head of English to support and raise profile of literacy across the curriculum ● Accelerated Reader for Years 7 and 8 (and lowest ability in Year 9) ● Drop and Read in Years 7 & 8 ● Sixth form learning coaches to work with underachieving PP students in Years 7-9 ● Teachers of all subjects model high standards of literacy and encourage similar standards in students eg. speaking using Standard English, answering questions in full sentences etc ● Teachers' feedback addresses literacy errors, in line with the academy's Feedback Policy ● Provide opportunities for students to develop 	<ul style="list-style-type: none"> ● High standards of literacy are encouraged / modelled / developed across the curriculum ● Low band PP students given additional support to increase progress in English and Maths ● PP students with a reading age below their chronological age to make double ratio gains over the academic year ● Improved literacy aids progress and engagement of PP students across the curriculum 		

	<p>their oracy skills through debating / public speaking eg. PiXL Up for Debate;</p> <ul style="list-style-type: none"> ● Select PP students invited to bespoke interventions eg. handwriting club ● Reading Programme 			
e. Study cafe	<ul style="list-style-type: none"> ● Refreshments and laptops/computer access for Year 11 students to study from 3:00pm – 4:00pm 	<ul style="list-style-type: none"> ● High uptake of students opting to study for at least an hour per week Monday - Thursday 	Semester 1 half term	PMC, JST

Strategy	Action Required	Success criteria	Timescale	Person(s) Responsible and Monitoring Strategy
5. Enrichment				
a. Full involvement in enrichment opportunities	<ul style="list-style-type: none"> ● Yr 7 residential trip to Bude ● Use of PiXL Edge for Yrs 7-13, as part of the academy's tutorial programme ● PP students specifically encouraged to sign up to Duke of Edinburgh / Ten Tors schemes by activity leaders High levels of participation in PArts annual production and sporting events ● Subsidised educational linked activities during enrichment week 	<ul style="list-style-type: none"> ● PP students' achievements through PiXL Edge programme equivalent to non-PP students' ● PP students comprise a minimum of 25% of total number of students involved in extra-curricular activities (to reflect % of school community at KS3/4) ● All PP students attend the Yr 7 residential ● Sustained improvement in Learning Behaviour evident at DC 	On-going throughout the year	Student voice to establish levels of engagement in enrichment opportunities and identify possible barriers to participation PMC with Challenge the Gap champions, HoY 7

Costs to deliver the programme 2019-20

Enhanced maths and English provision	£118,673
(includes Literacy co-ordinator and reduced class sizes)	
Extended TA support	£ 42,703
(includes out of hours homework support)	
PPG Champion (time)	£ 19,236
Expanded Pastoral team	£ 42,309
HOY and Data Manager time	£ 4,024
Accelerated reader programme development (including books)	£3,000
Transport and Trip Subsidy	£5,312
Uniform subsidy	£3,183
Other individualised support	£3,002
LAC specific support	£6,900
Total	£248,342

2020 KS4 Headline Data - Year 11 Results (August 2020)

Disadvantaged	2020				2019			
	Count		%		School			
Prior attainment at KS2								
Number of pupils in cohort	21				33			
Low prior attainment band	4		19%					
Middle prior attainment band	15		71%					
High prior attainment band	1		5%					
Progress	2020				2019 - School		2019 National	
	All	HA	MA	LA	Disadvantaged		Disadvantaged	
Students included in progress 8 measure	20	1	15	4	31			
Progress 8	0.07	0.73	0.21	-0.63	-0.63		-0.45	
P8 - English	-0.15	-0.30	0.06	-0.93	-1.08		-0.44	
P8 - Mathematics	-0.11	0.24	-0.14	-0.07	-0.76		-0.39	
P8 - EBacc	-0.31	0.96	-0.29	-0.71	-1.00		-0.50	
P8 - Open	0.70	1.51	1.03	-0.73	0.13		-0.48	
Attainment	2020				2019 - School		2019 National	
					(Disadvantaged)		Disadvantaged	
Attainment 8	38.44				29.20		36.68	
Attainment 8 - English element	8.19				5.79		8.11	
Attainment 8 - Mathematics element	6.76				5.09		7.02	
Attainment 8 - EBacc element	9.50				6.73		10.16	
Attainment 8 - Open element	13.99				11.59		11.39	
GCSE and equivalent KPI	2020				2019 - School		2019 National	
					(Disadvantaged)		Disadvantaged	
% achieving pass in Eng and Mat (9-5 9-4)	28.6%		38.1%		6%	9%	25%	45%
English Baccalaureate average point score	2.96				1.99		3.08	
% entering achieving Eng Bacc (9-5)	28.6%		0.0%		6%	0%	27%	7%
% entering more than one language	0.0%							
% entering three single sciences	0.0%							

Key stage 4 disadvantaged

Progress 8 for disadvantaged pupils

Progress 8 score for disadvantaged pupils	+0.07
Confidence Interval	-0.51 to +0.64
Disadvantaged pupils in Progress 8 cohort	20
Disadvantaged pupils with adjusted scores	0
National average for non-disadvantaged pupils	+0.13
National average for disadvantaged pupils	Like-for-like -0.45

Prior attainment of disadvantaged pupils - 3 year trends

Group	2018		2019		2020	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	80	27	88	31	88	20
Prior attainment (based on key stage 2 APS)	28.36	26.64	28.60	25.37	28.44	26.10

Progress 8 by prior attainment

Group	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Number of pupils	18	4	49	15	41	1
Pupils with adjusted scores	0	0	0	0	0	0
Progress score	0.05	-0.63	0.34	0.21	0.42	0.73
National comparator *	-0.22	0.00	-0.02	0.17	0.01	0.12
Difference	0.27	-0.63	0.36	0.04	0.41	0.61
Confidence interval	-0.33 to +0.88	-1.91 to +0.65	-0.00 to +0.73	-0.63 to +0.70	+0.01 to +0.81	-1.95 to +3.17

* Performance for disadvantaged pupils is compared against the national average for non-disadvantaged pupils