

Pupil Premium Action Plan 2018-19

Strategy	Brief Outline	Intended Outcomes	Monitoring	Success Criteria	Progress to Date
Quality First Teaching: PP students priority for all teaching staff in every lesson	PP students will: <ul style="list-style-type: none"> be identified on seating plans be spoken to explicitly in every lesson have their books / assessments marked first be sat carefully in places designed for optimum progress receive well-planned, targeted questioning 	Pupils receive consistent high quality feedback and appropriate levels of challenge in every lesson Raised profile in lessons promotes more rapid and sustained progress	Department Improvement Plans to focus on progress of PP students, as evidenced through lesson observations, data analysis, book looks and student voice Standards meetings in all subjects / year groups to focus on progress of PP students	All PP students to make at least expected progress across the curriculum	These strategies are an embedded part of many teachers' practice: the closing of the gap last academic year (2017-18) suggests this raised profile in lessons is accelerating progress
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Quality First Teaching: 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"> All PP students 'interviewed' by HoY to understand individuals' aspirations, barriers to learning and strategies to support progress Fortnightly staff briefings to highlight any particular concerns, share good practice, inform of specific interventions etc Students regarded as individuals rather than as a homogenous group 	All teaching staff clear as to the strategies to support PP students and apply them consistently Pupils experience a consistent approach to their support	Half-termly student voice to feedback on areas of curriculum where feeling supported and those where additional measures need to be put in place Teachers surveyed termly as to whether have necessary information to fully support students in their classes	All PP students to make at least expected progress across the curriculum PP students' attendance to increase Improvement in Learning Behaviours	Improving trend of attendance although still higher than NA. Regular briefings to keep PP students at forefront of teachers' minds ClassCharts indicates 14% PP students awarded Hot Choc Friday awards, compared to 7.5% non-PP. Similarly, 14% PP students had Friday 5

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			Analysis of Learning Behaviour grades at each DC point		<p>phone call home, compared to 13% non-PP. On average, each PP student received 2 positive points for disruption-free learning, compared to 1 point per non-PP student.</p> <p>28% of Da Vinci awards for excellence awarded to PP students (in line with school PP %)</p>
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Clear overview of PP students' progress via robust tracking and monitoring	<ul style="list-style-type: none"> • Progress of PP students standing item on agenda for Department CPD • Progress of PP students standing item on agenda at subject standards meetings with SLT links • Progress of each PP student discussed at year group standards meetings 	<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>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>	All PP students to make at least expected progress across the curriculum	<p>Mentoring happening from Yr 7: pastoral teams Yrs 7-10 each working with group of PP students and tutors mentoring 2 / 3 PP students weekly. Yr 8 CABS (Changing Attitudes and Behaviours) group meet weekly with HoY.</p> <p>All Yr 11 PP students have staff mentor to meet with on weekly basis.</p>
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<p>Full involvement in enrichment opportunities</p>	<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 • Certain opportunities open to PP students only eg. the 'Tenner Challenge' in Yrs 7 & 8 • Subsidised trips to the theatre with PArts department • High levels of participation in PArts annual production and sporting events • Subsidised activity costs (50%) for Challenge Week 	<p>PP students given regular opportunities to develop LORIC skills: leadership, organisation, resilience, independence and communication</p> <p>PP students provided with enriching experiences outside of the classroom to support engagement across all areas of the curriculum</p> <p>PP students feel part of a fully inclusive academy that nurtures them and prepares them for later life</p>	<p>Registers kept on SIMS by activity leaders and attendance of PP students analysed half-termly</p> <p>Analysis of engagement with PiXL Edge completed half-termly (IHA)</p> <p>Student voice to establish levels of engagement in enrichment opportunities and identify possible barriers to participation</p> <p>HoDs / HoYs to write report on impact of activity on students' progress to inform future decisions</p>	<p>PP students' achievements through PiXL Edge programme equivalent to non-PP students'</p> <p>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)</p> <p>All PP students attend the Yr 7 residential</p> <p>Sustained improvement in Learning Behaviour evident at DC points</p>	<p>Registers of attendance to extra-curricular clubs since beginning academic year and show rising trend, particularly in Yrs 7 & 8</p> <p>Over 85% attendance at Yr 7 residential</p> <p>PArts opportunities led 4 PP students to remain in school for Sixth Form to study L3 BTEC PArts.</p> <p>40% of students who have completed PiXL Edge in Years 9/10/11 are from a PP background.</p>
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<p>Raise achievement in literacy and numeracy</p>	<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 their oracy skills through debating / public speaking eg. PiXL Up for Debate; S2 Week 10 had an afternoon of 'Oracy' for Year 8. • Select PP students invited to bespoke interventions eg. handwriting club 	<p>High standards of literacy are encouraged / modelled / developed across the curriculum</p> <p>Low band PP students given additional support to increase progress in English and Maths</p>	<p>Analysis of STAR reading test results 3 x per academic year for Yrs 7 & 8</p> <p>Literacy QA (book looks, learning walks and student voice) to be undertaken termly by Literacy Lead and fed back to MLs</p>	<p>PP students with a reading age below their chronological age to make double ratio gains over the academic year</p> <p>Improved literacy aids progress and engagement of PP students across the curriculum</p>	<p>Literacy Lead in post since January 2019 so too soon to evaluate impact</p> <p>Feedback from students re Oracy S2 Week 10 project was that they found it useful; applicable to other subjects and enjoyable.</p>
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Raise aspirations	<ul style="list-style-type: none"> Mid / high band PP students to visit several universities during Yr 9/10 Support given to find suitable placements for work experience in Yr 10 Priority given to PP students in the Academy's Careers / IAG strategy eg. additional session with Careers Advisor etc. All Yr 8 and Yr 11 PP students meet with SLT to discuss options pathways 	PP students and parents to be fully aware of pathways open to them after Yr 11 / Yr 13 and therefore make informed choices		<p>Increased numbers of PP students follow Level 3 qualifications at Post-16</p> <p>Increased numbers of mid / high band PP students go on to Further Education</p>	Trip to Exeter College, Oxford for select students Yrs 10-12 05.02.19 - 50% PP
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'Going the extra mile'	<ul style="list-style-type: none"> All PP students receive £50 contribution towards the cost of new uniform in Yr 7 Homework club in LRC from 3-4pm Mon-Fri with HoY Free breakfast in Canteen each day Revision packs provided to all Yr 11 PP students Individuals' needs met as and when arise eg. transport costs covered to support attendance, home IT access provided etc. 	<p>To reduce some of the potential barriers to learning for PP students</p> <p>Increased dialogue between home and school</p>	<p>To be coordinated by the Finance Team and overseen by PMC / TLA</p> <p>Analysis of detention statistics and LB data</p>	<p>Decrease in number of detentions for incorrect uniform, lack of equipment etc.</p> <p>Increased parental engagement at parents' evenings, tutor evenings etc.</p>	
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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		
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Removing barriers to learning Social and emotional learning (+ 4 months)	All disadvantaged students receive high quality individual academic, social and emotional mentoring through the Year System, including improved parental engagement.	Improve the attendance, behaviour and attitude to learning of all Pupil Premium students	Weekly mentoring of attendance, behaviour and parental contact by HoY and Pastoral Mentors	<p>The overall attendance of all disadvantaged students to be in line with the school average.</p> <p>The number of exclusions (in comparison to 2017/18) issued to disadvantaged students reduced</p>	<p>Mentoring happening from Yr 7: pastoral teams Yrs 7-10 each working with group of PP students and tutors mentoring 2 / 3 PP students weekly. Yr 8 CABS (Changing Attitudes and Behaviours) group meet weekly with HoY</p> <p>Small group of Yr 9 PP students attended 10 week programme to help manage anxiety and support mental health.</p>