

Pupil Premium Impact Statement (2017 – 2018)

6. Review of expenditure				
Previous Academic Year		2017/2018		
i. Internal Barriers				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £215,950
A. Continue to improve the progress in literacy for year 7 PP pupils.	<p>Diagnostic Benchmarking/ Assessment twice a year: September and February</p> <p>Bespoke curriculum supported by SLE/ SEN teacher/ Support (Bridge/ PLC)</p> <p>Accelerated Reader</p> <p>Primary Transition</p>	<p>Success Criteria: Increase the age-related reading age of students, bringing their reading age in line with expected reading ages by the end of year 8.</p> <p>Average Reading Age (Non PP) 9.98 to 10.4, average increase 0.41 year</p> <p>Average Reading Age (PP) 9.48 to 9.76, average increase of 0.27 years</p> <p>7t - 8.4 to 8.61, average increase of 0.27 years</p> <p>7s – 9.4 to 9.8, average increase of 0.4 years</p> <p>7r – 10.9 to 11.5, average increase of 0.6 years</p>	<p>The approaches used have yielded success, all cohorts have increased their reading ages.</p> <p>In addition to the approaches being used, we will adopt the following so as to further embed the early successes on these actions:</p> <p>SLE deployment to support the whole school literacy campaign.</p> <p>Appointment of a Whole school literacy lead.</p> <p>GL assessment bi annually</p> <p>Restock the AR library with ‘more’ age appropriate books in line with SLE recommendations – see separate report.</p> <p>Continued work with Doncaster OA to develop this whole school priority.</p>	

	Checking/ editing class profile through data.																									
<p>B. Continue to improve the progress in numeracy for year 7 & 8 PP pupils.</p>	<p>Increased differentiation, diagnostic feedback and personalised revision work.</p> <p>Use of demonstrate and connect marking.</p> <p>QLA driven Hegarty Maths.</p> <p>Bespoke curriculum supported by SEN teacher/ Support (Bridge/ PLC)</p> <p>Checking/ editing class profile through data.</p>	<p>Success Criteria: Increase the numeracy skills of PP students, bringing their numeracy skills in line with KS2 APS expectations.</p> <table border="1" data-bbox="891 472 1267 810"> <thead> <tr> <th colspan="3">Maths Scaled KS2</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Below expected</td> <td>80-85</td> <td>3.3%</td> </tr> <tr> <td>86-90</td> <td>2.6%</td> </tr> <tr> <td>91-95</td> <td>5.3%</td> </tr> <tr> <td>Above expected</td> <td>96-99</td> <td>11.8%</td> </tr> <tr> <td>Above expected</td> <td>>100</td> <td>77.0%</td> </tr> </tbody> </table> <table border="1" data-bbox="947 911 1211 1161"> <thead> <tr> <th colspan="2">Internal testing, end of year 7 (assessment 5)</th> </tr> </thead> <tbody> <tr> <td>Below expected</td> <td>6.2%</td> </tr> <tr> <td>Above expected</td> <td>93.8%</td> </tr> </tbody> </table>	Maths Scaled KS2			Below expected	80-85	3.3%	86-90	2.6%	91-95	5.3%	Above expected	96-99	11.8%	Above expected	>100	77.0%	Internal testing, end of year 7 (assessment 5)		Below expected	6.2%	Above expected	93.8%		
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C. PP pupils are not making the same progress as other students in maths and English at KS4

Increased differentiation across the curriculum.

Data (RAG) / QLA driven intervention

Smaller classes supported by external experts

Increased Pastoral support.

Subject intervention sessions (ASM/ASE/121)

New marking and assessment policy.

Regular book scrutinies.

Success Criteria: Increase the progress of PP students in English and maths, bringing their progress in line with national averages.

PROGRESS 8 SCORE			
	2017	2018	+/-
All Pupils [120]	-0.33	-0.16	▲ +0.17
Boys [59]	-0.45	-0.36	▲ +0.09
Girls [61]	-0.25	+0.13	▲ +0.38
Disadvantaged [62]	-0.48	-0.46	▲ +0.02
Disadvantaged Low Attainers [20]	-0.11	-0.45	▼ -0.34
Disadvantaged Middle Attainers [29]	-0.57	-0.31	▲ +0.26
Disadvantaged High Attainers [13]	-0.47	-0.28	▲ +0.19

PROGRESS 8 ELEMENT: ENGLISH			
	2017	2018	+/-
All Pupils [120]	-0.78	-0.06	▲ +0.73
Boys [59]	-1.24	-0.46	▲ +0.78
Girls [61]	-0.49	+0.34	▲ +0.83
Disadvantaged [62]	-1.00	-0.48	▲ +0.52
Disadvantaged Low Attainers [20]	-0.41	-0.50	▼ -0.09
Disadvantaged Middle Attainers [29]	-1.06	-0.39	▲ +0.67
Disadvantaged High Attainers [13]	-1.34	-0.64	▲ +0.70

PROGRESS 8 ELEMENT: MATHS			
	2017	2018	+/-
All Pupils [120]	-0.69	-0.01	▲ +0.67
Boys [59]	-0.45	+0.01	▲ +0.46
Girls [61]	-0.84	-0.03	▲ +0.80
Disadvantaged [62]	-0.89	-0.03	▲ +0.86
Disadvantaged Low Attainers [20]	-0.39	-0.07	▲ +0.32
Disadvantaged Middle Attainers [29]	-1.02	+0.04	▲ +1.06
Disadvantaged High Attainers [13]	-0.38	-0.16	▲ +0.22

% GRADE 5 OR ABOVE IN ENGLISH AND MATHS				
	National Benchmark	2017	2018	+/-
All Pupils [123]	43%	24%	37%	▲ +13.8%
Boys [61]	40%	25%	36%	▲ +11.1%
Girls [62]	46%	23%	39%	▲ +16.0%
Disadvantaged [64]	49%	15%	19%	▲ +4.1%
Disadvantaged Low Attainers [20]	3%	0%	0%	▬ +0.0%
Disadvantaged Middle Attainers [29]	28%	0%	7%	▲ +6.9%
Disadvantaged High Attainers [13]	80%	50%	69%	▲ +19.2%

% GRADE 4 OR ABOVE IN ENGLISH AND MATHS				
	National Benchmark	2017	2018	+/-
All Pupils [123]	64%	47%	53%	▲ +5.7%
Boys [61]	60%	50%	54%	▲ +4.1%
Girls [62]	68%	45%	53%	▲ +7.8%
Disadvantaged [64]	71%	29%	38%	▲ +8.2%
Disadvantaged Low Attainers [20]	-	0%	0%	▬ +0.0%
Disadvantaged Middle Attainers [29]	-	24%	41%	▲ +17.4%
Disadvantaged High Attainers [13]	-	75%	85%	▲ +9.6%

The table on the left clearly shows that progress is moving in the right direction. Disadvantaged groups (LA/ MA/ HA) have all made progress and contributed to narrowing the gap.

The chosen action/ approaches will continue to be employed as it is clear they work. With further embedding of whole school systems, we are confident to continue this trend.

	Checking/ editing class profile through data.			
<p>D. Behaviours resulting in internal and/ or external exclusions are higher than non-PP students</p>	<p>Inclusion coordinator involvement.</p> <p>Parental involvement LPPA award/ IQM award.</p> <p>EWO intervention and support.</p> <p>Access to counsellors</p> <p>Princess Trust.</p> <p>External support E.g.: AP / Managed moves</p> <p>Early Help Referral/</p> <p>Checking/ editing class profile through data.</p>	<p>Success Criteria: Reduce the number external exclusions of PP students, bringing the number of exclusions in line non-PP students.</p> <p>All Between 2016 and 2017, the number of FTEs reduced by 31%</p> <p>Between 2016 and 2017, the number of FTE days reduced by 71%</p> <p>PP Between 2016 and 2017, the number of FTEs reduced by 11%</p> <p>Between 2016 and 2017, the number of FTE days reduced by 40%</p>	<p>The approaches used have reduced the number of FTEs and the length of FTEs issued for all groups.</p> <p>In addition to the approaches being used, we will adopt the following so as to further embed the successes on these actions:</p> <p>Establishing the ‘Clouds’ counselling provision</p> <p>Increased parental engagement through following the LPPA framework</p> <p>Increased parental engagement through following the IQM framework</p> <p>Appointment of a specialised Inclusion manager</p> <p>Review and implementation of the academy’s Behaviour policy</p>	

ii. External Barriers				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £81,896
E. Increase the attendance of students eligible for PP and reduce the PA of PP students.	<p>Dedicated SLT member in attendance.</p> <p>Clear systems and policies.</p> <p>Targeted involvement by EWO.</p> <p>Attendance initiatives.</p> <p>Early Help referral as appropriate</p> <p>Enforcement if appropriate.</p>	<p>Success Criteria: Increase the attendance of PP students, bringing them in line with the non-PP cohort. Reduce the PA of PP students, bringing them in line with non-PP students.</p> <p style="text-align: center;">Attendance</p> <p>Non-PP Between 2016 and 2017, attendance increased by 0.4% (5.5%)</p> <p>PP Between 2016 and 2017, attendance increased by 1.8% (8.1%)</p> <p style="text-align: center;">Persistent Absence</p> <p>Non-PP Between 2016 and 2017, PA decreased by 1% (12.3%)</p> <p>PP Between 2016 and 2017, PA decreased by 7% (26%)</p>	<p>The approaches used have increased attendance and also reduced PA for all groups.</p> <p>In addition to the approaches being used, we will adopt the following so as to further embed the successes on these actions:</p> <p>Rigorous QA of the academy's attendance policies.</p> <p>Increased parental engagement through following the LPPA framework</p> <p>Increased parental engagement through following the IQM framework</p> <p>Appointment of a full time EWO</p> <p>Continued enforcement if appropriate</p>	
			<p>Total PPG</p> <p>Difference paid by AHA</p> <p>Total Expenditure on PP</p>	<p>£297,846</p> <p>£11,078</p> <p>£305,924</p>