

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Ian Ramsey CE Academy				
Academic Year	16-17	Total PP budget	£242,633	Date of most recent PP Review	2016
Total number of pupils	1169	Number of pupils eligible for PP	286	Date for next internal review of this strategy	Summer 2017

2. Current Achievement			
GCSE Achievement 2015-16	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (National averages based on Unvalidated Raise 2016)
% achieving 5A* - C incl. EM	55.4%	73.0%	Not yet published
% achieving expected progress in English (best) / Maths	72.7% / 69.1%	78.7% / 74.7%	Not yet published
% achieving A*-C in English Language	52.7%	66.3%	80%
% achieving A*-C in English (best)	64%	83%	80%
% achieving A*-C in Maths	60%	79%	75%
Progress 8 score average	-0.02	0.21	0
Attainment 8 score average	47.33	57.03	52.56

3. Barriers to future achievement (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills of pupils eligible for PP are lower than their peers, which prevents them making good progress in KS3 and beyond.
B.	Gap at KS4 is significantly wider for HA pupils compared to their peers
C.	Low self-esteem and lack of aspiration presented in ATL data for pupils eligible for PP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is lower for pupils eligible for PP (93.4% compared to 95.7% Non PP), particularly for KS4 girls

E	Lack of parental involvement at school events, particularly parents' evenings	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy for Year 7 and 8 pupils eligible for PP	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than "other" pupils so that the gap on entry has closed. This will be evidenced in Accelerated Reader assessments and subjects which require high levels of literacy, particularly English.
B.	Increased attendance rates for all pupils eligible for PP, particularly girls at KS4.	Reduce the number of PA (persistent absentees) among pupils eligible for PP to the national average (12.4% sessions missed) or the gap is closing rapidly and increase overall attendance for pupils eligible for PP to 95% (National average). A significant impact to be seen so that gaps between attendance of boys and girls is closed. Attendance rates for all groups is in line with national target of 95% with aspirational target of 96%.
C.	Improvement in attitudes to learning and higher self-esteem for pupils eligible for PP	ATL (Attitude to Learning) scores increase for those pupils with PP across the data collection points. Average ATL and consequences, C1-C3, for PP in line with non PP.
D.	Progress gap closes at KS4, particularly for English and Maths, and for the more able pupils eligible for PP	Pupils eligible for PP make as much progress as "other" pupils at KS4. Where they are not, SLT link meetings provide evidence of monitoring and intervention.
E.	The vast majority of PP pupils in Year 7 or 8 will have a reading age in line with their chronological age or the gap is closing rapidly.	Pupils eligible for PP with reading ages below their chronological age as shown by ACCESS reading testing, the VERNON spelling test and the SALFORD tests in September, will reach their chronological reading age when re-tested in July.

5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. 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?
A. High levels of progress in literacy for Year 7 and 8 pupils eligible for PP	<ul style="list-style-type: none"> - T&L to focus on developing a coaching programme and plan CPD on literacy for all staff (January INSET) - use of Local Authority school improvement team and school to school support - visits to primary schools to look at Y6-7 curricular transition by En and Ma 	<p>Audit of staff CPD needs, shows that as a result of the new demanding KS2 English requirements, training & development is required for teachers and TAs.</p> <p>Attendance of key staff at local and national CPD, including Stockton Transition Guarantee, improves staff knowledge and also enables staff to share good practice.</p> <p>Focus on curriculum planning improves transition and closes the gap.</p>	<p>Training day planned across the Dayspring Trust in January '17</p> <p>Staff who attend CPD will cascade new information through internal INSET and in departmental meetings, as well as share findings with SLT.</p>	Assistant Head T&L - MM	<p>Jan '17</p> <p>Termly for CPD.</p>
	<ul style="list-style-type: none"> - Focus on extending vocabulary choices across the curriculum 	<p>QA of books and lesson observation evidence has identified that pupils do not have the depth and breadth of vocabulary required to make accelerated progress.</p>	<p>Development of subject specific VCOP Mats or similar in all subjects.</p> <p>Curriculum planning focus.</p> <p>Data tracking</p>	Assistant Head T&L – MM Director of English – ACJ Assistant Head data	See QA schedule
	<ul style="list-style-type: none"> - Development of TLC including Accelerated Reader, author visits and purchase of new reading matter 	<ul style="list-style-type: none"> - Accelerated reader was shown to have a positive impact in data analysis last year. EEF research indicates that readers add +5 months onto their reading age for disadvantaged pupils, particularly effective with the lowest ability readers - Author visits have engendered a love of reading and inspired pupils – see records. 	<p>Curriculum time available for year 7 and 8 to engage with accelerated reader in bespoke lessons.</p> <p>Qualified librarian to lead and monitor assessments.</p>	Director of English - ACJ	<p>Jan '17</p> <p>Pupil data tracked each halfterm.</p>

	<ul style="list-style-type: none"> - HLTA focus on pupils eligible for PP, including small group work and 1-to-1 teaching - Extra literacy classes 	PP pupils make less progress than non-PP pupils without additional intervention.	<p>Intervention time available for HLTA to work with identified pupils in Y7/8</p> <p>Employment of specialist teacher to deliver literacy intervention.</p>	<p>Director of English</p> <p>SENDco and TAs</p>	<p>Nov '16</p> <p>September '16</p>
B. Increased attendance rates for all pupils eligible for PP, particularly girls at KS4.	<ul style="list-style-type: none"> - Investment in external agency to improve PA for identified pupils - New SLT structure to increase capacity within pastoral care. 	- Pupils need to be in school in order to achieve. NFER briefing for school leaders identifies addressing attendance as the key step. Low aspiration and low self-esteem are also viewed as key indicators. We need to know why these pupils are not attending on a regular basis.	Impact of external agency measured through regular meetings with the PP champion. Provision to me adapted as required to reduce the Pas and increase the attendance of PP pupils.	<p>Deputy Head Pastoral</p> <p>PP Champion</p>	Jan '17
C. Improvement in attitudes to learning and higher self-esteem for pupils eligible for PP	- Introduction of new Attitudes to Learning programme, including self-review. CPD for staff and also through PD programme for pupils	Lack of self-esteem has been identified as one of the key reasons why pupils eligible for PP do not make expected progress. Further research needs to take place around this aspect.	<p>See SDP for ATL programme. New PD programme gives pupils additional time – now 1 hour per week.</p> <p>Programme tracked by TLR postholders</p> <p>Baseline in Sept and June by TLR postholder</p>	<p>Deputy Head Pastoral and Assistant Head T&L</p>	Throughout the year with Launch of new pilot ATL in the summer term

D. Progress gap closes at KS4, particularly for English and Maths, and for the more able pupils eligible for PP	<ul style="list-style-type: none"> - HLTA focus in English and Maths - use of external consultants to improve achievement - attendance of staff at transition / KS2 primary meetings - attendance at KS2 moderation meetings - raise staff awareness that it is the More Able pupils eligible for PP who are making the least progress 	This is a model which has helped to ensure strong performances of PP pupils in English and Maths. We therefore want to continue with this and have an extended intervention and revision programmes across all subjects.	Effective QA and monitoring of intervention and revision sessions. Support provided in ensuring those pupils who are most in need attend session and gain the benefits.	Data & Standards Assistant Headteacher English and Maths. Directors of English and Maths	October '16 – review each half term throughout the year.
E. No PP pupil in Year 7 or 8 will have a reading age lower than their chronological age.	HLTA who will be trained in Read Write Inc. This programme to be run as a significant intervention – 1 hour per day – until pupils reach the appropriate level.	We want all pupils to be able to access the curriculum and become secure in their learning. Currently, low reading ages mean that some students are unable to access learning and this is affecting both progress and levels of engagement.	Careful recruitment process, followed by regular monitoring through observation, student voice feedback, and high quality assessment.	JN	Jan '17
Total budgeted cost					£178,000
ii. 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?

<p>B. Increased attendance rates for all pupils eligible for PP, particularly girls at KS4.</p>	<ul style="list-style-type: none"> - Meetings every fortnight with a specific focus on Y10 and Y11 girls who are eligible for PP. - home visits for these pupils by external attendance officer - Mentoring programme with Pupil Premium Champion in place - Pupil Voice with Pupil Premium Champion to take place regularly – see PP Champion action plan - Collecting pupils where necessary - Attendance review panel meetings as required. -Involvement in Future in Minds (FIM) project to explore staff training to improve pupil resilience. 	<p>Attendance and achievement have a strong correlation. Once attendance drops below 95% pupils progress rapidly decreases. Building resilience is a key aspect of reducing absenteeism.</p> <p>Analysis of GCSE results shows a strong correlation between good attendance and expected progress.</p>	<p>Attendance Officer will liaise with HoY and JC to ensure attendance is closely monitored and contracts with rewards are drawn up</p>	<p>DHT Pastoral HOY PP Champion</p>	<p>Meetings throughout the year.</p> <p>Home visits – Nov '16 onwards</p> <p>Mentoring programme launched in January 2107</p> <p>PP pupil voice – Sept – onwards</p> <p>Panels – Nov '16</p> <p>FIM – Nov'16 – onwards</p>
<p>D. Progress gap closes at KS4, particularly for English and Maths, and for the more able pupils eligible for PP</p>	<ul style="list-style-type: none"> - timetables adapted for pupils eligible for PP - Support to remove financial restraints - visits funded where possible to support pathways into higher education / Redbrick universities (priority given) 	<p>Evidence from data collections shows that HA PP pupils perform less well than other PP pupils and this is still evident over time.</p>	<p>Regular progress meeting to review and adapt the curriculum for all pupils but particularly PP. 1 to 1 meetings with PP pupils and parents to identify any financial support that may be required. Links with sixth form college to provide PP pupils with visits to Oxford/Cambridge Universities</p>	<p>AHT T&L - MM AHT – Curric AHT - data CEIAG</p>	<p>Sept '16 – July '17</p>
Total budgeted cost					£45,500
iii. 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?

All (A – D)	- Appointment of Pupil Premium Champion across the Trust - Regular reports and evidence of pupil voice	Evidence has shown that where one identified member of staff leads on PP, achievement of these pupils increases so that they make progress in line with non-PP pupils.	Appointment of PP Champion, development plan produced and regular meetings with SLT Link.	Head of School and appointed SLT - JC	June '17 Reports each half term
Total budgeted cost					£19,500
Total budgeted cost for the year					£243,000

6. Review of expenditure				
Previous Academic Year		2015/16 Total: £252,396		
i. Quality of teaching for all				
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
Increase self-esteem, aspirations and motivation of all pupils.	<ul style="list-style-type: none"> - CPD for staff re Ethos - Maths “War on Apathy” Campaign - ECDL to develop group skills - 3 bands created in order to improve motivation - Year 11 GCSE evening with “goodie bags” and Career Fair - Holiday intervention classes 	<p>- SIAMS inspection – GOOD. The new mission statement, ‘Together to learn, to grow, to serve’, fully captures what lies at the heart of life at Ian Ramsey.</p> <p>Rooting the school’s new mission statement in scripture, <i>‘each of you should use whatever gifts you have received to serve others as faithful stewards of God’s grace in its various forms’</i>, sets the bar high in terms of living and growing in community and service.</p> <p>Progress 8 for the academy in 2016 is 0.2 this puts us in the top 25% in the country.</p> <p>Progress 8 for Disadvantaged in 2016 is 0.0, this is in line with the target for all pupils nationally</p> <p>Progress 8 for the maths element is 0.0, this is a big improvement from 2015.</p> <p>5A*-CEM rose by 13% to 69% in 2016</p> <p>Feedback extremely positive from parents and pupils.</p>	<ul style="list-style-type: none"> - Induction for new staff to continue. Pupil voice to continue to verify the impact. - Strategy very successful and to be rolled out across the academy this year. Resources to be adapted. - ECDL to continue for identified pupils - New structure now in place indefinitely <p>- To continue into 2016-17 with follow-up programme for any Disadvantaged Pupils who did not attend or whose parents did not attend.</p> <p>- To continue in 2016-17 with targeted waves of intervention to be separated from revision classes.</p>	

Increase staff awareness and improve planning for Disadvantaged pupils.	<ul style="list-style-type: none"> - MINT seating plan programme - CPD on Marking and Feedback (Mark PP books first etc) - PP focus in Pupil Voice during lesson observations and in pupil interviews - New post in the trust for a "Pupil 	<ul style="list-style-type: none"> - MINT adopted successfully by all staff and evidenced in lesson observations -Marking scrutinies show improvement in pupil progress – see records -Pupil Voice and 1-to-1 PP interviews show pupil satisfaction with marking and feedback-New post in place for September 	<ul style="list-style-type: none"> - Continue to use MINT as this helps to identify the disadvantaged pupils in each class. -Disadvantaged T&L group has been set up as part of NPQSL programme to bring the progress of these pupils to the forefront of our minds. -New Pupil Premium Champion post to continue across the trust. 	
Restructure timetable and curriculum so that the progress of all pupils is measured consistently in "Life without levels".	<ul style="list-style-type: none"> - 3 year KS4 in order to give more time and offer opportunities for mastery of the curriculum 	<ul style="list-style-type: none"> - Residential and training opportunities for staff successful. Staff evaluations show 100% satisfaction with the CPD opportunities. - New "life without Levels" programme in place and to be shared with parents / carers in the Autumn Term 2016. 	<ul style="list-style-type: none"> - Curriculum development and new assessment policy to be embedded across the next 12 months. -All year groups have attended a curriculum evening in the first half term, to continue a programme of, 'raising awareness of educational changes' for parents. - Further communication to parents in the coming year will be necessary to explain the reporting process. - Use of residential in the future, to support staff to continue to develop the curriculum and schemes of learning 	
Increase the opportunities to engage in after-school programmes in order to impact on academic achievement	Subsidise trips to enable those pupils who might not otherwise gain this experience.	Broomlee 1 Krakow 2 London 5 Rhine Valley 3 Switzerland 3	-continue to subsidise trips and visits for disadvantaged pupils where there will be an impact on their attitude to learning across the academy, as well as an educational purpose.	
			Total budgeted cost	£108,885
ii. Targeted support				

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										
Improve attendance of Disadvantaged Pupils	a) Fortnightly meetings between HOY and Attendance team b) Focus on PA c) Counselling targeted to PP pupils	<p>- Although attendance is in line with the national average overall, the Disadvantaged gap continues to be too wide as does the Persistent Gap between Disadvantaged Pupils and "other":</p> <ul style="list-style-type: none"> • In-school gap between Disadvantaged Pupils and "other" = -2.4% (with biggest gap in Y9 and Y10 2015-16) • Persistent absence gap significant = -11.9 (with biggest gap of -27.8 in Y10) <p>3 examples of PSA/Attendance officer targeted intervention with proven success.</p> <p>Case Study 1 ACC Held - January 2016 Attendance from ACC to Summer 97% Attendance overall 88%</p> <p>Case Study 2 Attendance from home meeting to summer - 87% Attendance overall 90%</p> <p>Case Study 3 Meeting held - March 2016 Meeting - Summer 95%</p> <p><u>National v IR attendance data shows a narrowing of the gap:</u></p> <p>15/16 93.4 2.3 95.7 IR National data yet to be published.</p> <table border="1" data-bbox="701 1313 1137 1372"> <thead> <tr> <th></th> <th><u>PP</u></th> <th><u>gap</u></th> <th><u>Non</u></th> <th></th> </tr> </thead> <tbody> <tr> <td>14/15</td> <td>91.5</td> <td>3.8</td> <td>95.3</td> <td>National</td> </tr> </tbody> </table>		<u>PP</u>	<u>gap</u>	<u>Non</u>		14/15	91.5	3.8	95.3	National	<p>A further development needs to be addressed here, possibly by bringing in external providers to address the PA issue, particularly for the new Y11.</p> <p>-Further family support and engagement to be trialled to improve PA and PP attendance. Attendance panels to be held with pupils and families by members of the Academy Council.</p> <p>-Regular meetings between DHT and HOS to monitor impact of strategies on attendance across all year groups.</p> <p>-Greater analysis to be carried out by DHT and attendance officer.</p>	
	<u>PP</u>	<u>gap</u>	<u>Non</u>											
14/15	91.5	3.8	95.3	National										

Increase progress of Disadvantaged Pupils in English and Maths	<ul style="list-style-type: none"> - HLTAs to target Disadvantaged Pupils and support with additional resources / time - Revision books 	<p>HLTAs in both English and maths work with small groups of pupils, including disadvantaged both during timetabled lessons but also in booster lessons.</p> <p>Resources were provided for all subject to all disadvantaged pupils who needed them.</p>	<ul style="list-style-type: none"> - HLTAs to continue to provide small group intervention and revision skills for disadvantaged pupils. -Revision materials/books provided for disadvantaged pupils. - Parent/Pupil interviews by SLT following the mock exams to identify any specific needs of each 	
Personalisation of the curriculum at KS3 and 4 to engage pupils eligible for PP with a curriculum path tailored to their individual needs.	<ul style="list-style-type: none"> - Small number of Y11 pupils removed from Hi and Geog in order to have additional time in En and Ma - Humanities case study to improve progress of pupils eligible for PP - 14-16 provision at Stockton Riverside College / Middlesborough College 	<ul style="list-style-type: none"> - Each pupil received 2 extra hours of targeted maths or English support - PP at classroom level case studies? - HOY intervention? - cost of college provision / transport / staffing? <p>Guided options – BTEC Business (39.1% PP 5LP) ECDL for all except 1 PP 5LP Urdu / Russian funded course for minority groups Art – smaller class sizes</p>	<ul style="list-style-type: none"> -Further analysis of curriculum offer for our weakest pupils, investigate new BTEC options. -Look at alternatives for GCSE PE for our current Y9 and 10 pupils who are struggling to come to terms with the theory element and its more academic content. 	
Prevent missed opportunities to improve achievement that would be limited due to financial restraints.	<ul style="list-style-type: none"> - Music tuition paid for GCSE music - GCSE Language trips subsidised for Disadvantaged Pupils 	<p>Case study 1 – tuition and residential 4LP (Music) Case Study 2 – science trip funded 4LP (P/C/B) Case Study 3 – science trip funded 5LP (P/C/B) Case Study 4 – science trip funded 3LP (AddS) Case Study 5 (Y8) German progress (Rhine) Case Study 6 (Y8) Geog progress (Switz) Case study 6 (Y8) Geog progress (Switz) Y11 French Revision Guides No Gap between PP/Non PP Case Study 7 (Y10 Geog – Switz) 3LP KS3</p>	<p>Very successful for targeted individuals with proven success. Will continue with this approach.</p>	
			Total budgeted cost	£131,700

iv. Other approaches

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
<p>Increase staff awareness of Disadvantaged Pupils and the gaps between them and “other” pupils</p>	<p>Development of data systems and format so that ML and classroom teachers have clarity and understand key areas of focus: SLT meetings highlight pupils and target areas each half-term.</p>	<p>- New data system produced. Staff feedback shows that this has increased awareness – see SLT link and department meeting minutes. -PP champion in some departments to track data (Sci & Ma)</p>	<p>- New system now implemented across the trust. - PP champions for each department to track and make timely interventions to ensure disadvantaged pupils make at least expected progress</p>	

Action Research opportunities for staff	Courses for staff with opportunities to research PP	<ul style="list-style-type: none"> - Middle Leaders successfully started the NPQML and NPQSL courses with opportunity to focus on PP - SLT successfully completed the Cambridge Education Lesson Observation course with a key focus on the progress of pupils eligible for PP - SSAT 2 year course for Head of School with visits to areas of good practice - Effective learning group (non HOA TLR holders set aside directed time for research on a given topic related to Academy improvement. Time for impact of strategies on PP pupil included in this and is reported through analysis of evidence, evaluation of work etc. 	<ul style="list-style-type: none"> - Impact to be analysed at end of the course. - Staff awareness increased through participation in course and also to all staff through project. - CEM courses successfully completed and evidence in lesson observations - SSAT ongoing 	
			Total budgeted cost	£13,000
			Academy total spend	£253,585

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

