

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Ian Ramsey CE Academy				
Academic Year	2017/2018	Total PP budget	£247,775	Date of most recent PP Review	2016
Total no. of pupils	1179	Number of pupils eligible for PP	285	Date for next internal review of this strategy	2017/2018

2. Key Indicators (most recent Year 11)	Data Source: ASP	Unvalidated	Validated	Y
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)		
Key Stage 2 Fine Point Level (Cohort size)	4.02 (60)	Not Published		
% Attaining 9-7 in English (Best) and Maths	3.3%	Not Published		
% Attaining 9-5 in English (Best) and Maths	31.7%	49.76%		
% Attaining 9-4 in English (Best) and Maths	43.3%	Not Published		
Progress 8 score average	-0.47	0.11		
Progress 8 English	-0.66	0.11		
Progress 8 Maths	-0.71	0.11		
Progress 8 English Bacculaureate Slots	-0.29	0.13		
Progress 8 Open Slots	-0.08	0.09		
Progress 8 score average for Higher Ability Pupils	-0.30	0.09		
Attainment 8 score average	40.21	49.76		
% Entering the English Bacculaureate	71.7%	43%		
% Attaining 9-5 in the English Bacculaureate	28.3%	26%		
% Attendance	92%	94.8%		
% Persistently Absent	8.6%	12.8%		
% Staying in education or entering employment after Key Stage 4	Not yet available	96%		

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	Although there has been a closing of the gap in 2016/17, (see impact section for details), literacy skills of pupils eligible for PP remains lower than their peers, which prevents them from making as good progress as Non-PP pupils in KS3 and beyond.	
<b>B.</b>	Gap at KS4 is significantly wider for PP boys compared to Non-PP boys	
<b>C.</b>	Low self-esteem and lack of aspiration presented in school tracking for pupils eligible for PP with reluctance to engage in debate / discussion	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance is lower for pupils eligible for PP, particularly for KS4 boys and those who joined the academy later than Year 7. This has had an impact on academic outcomes. Attendance is lower at intervention classes or in holidays.	
<b>E.</b>	Lack of parental involvement for PP pupils at school events, particularly parents' evenings and curriculum evenings	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how and when they will be measured</i> )		Success Criteria
<b>A.</b>	High levels of progress in literacy for Year 7 and 8 pupils eligible for PP	Reading ages and spelling ages increase at a rapid rate, impacting on progress and narrowing the gap.
<b>B.</b>	Increased attendance rates for all pupils eligible for PP, particularly KS4 boys and those who joined the academy later than Y7.	Attendance increases to at least national averages for pupils eligible for PP, particularly boys.
<b>C.</b>	Improvement in attitudes to learning and higher self-esteem for pupils eligible for PP	New Classcharts programme shows impact on self-esteem through regular rewards.
<b>D.</b>	Progress gap closes at KS4, particularly for English and Maths, and for the more able pupils eligible for PP	English and Maths data shows narrowing of the gap so that pupils eligible for PP perform as well as their non-PP peers. The more able pupil's gap closes rapidly and interventions show that the gap closes for the number of EBAC pupils compared to other non PP pupils.

5. Planned expenditure					
Academic year	2017/2018 £247, 775 (Funding)				
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?
Focus on Marking and Assessment to improve outcomes for all pupils, leading to a thirst for learning and greater engagement.	Dialogue in marking with pupils	Research shows impact of pupil feedback and dialogue as having an impact on progress. Good practice shared.	Middle Leaders to conduct book scrutinies and to share good practice at TLR meetings. Moderation across the Trust/LA.	MM	Data collected from marking scrutinies each half term – see self-evaluation schedule.
Focus on developing vocabulary (following on from shared trust INSET) and developing independent writing skills	Staff planning shows a focus on language roots and meaning so that pupils develop a wider range of vocabulary.	Reading ages and CAT scores show a limited vocabulary range is hindering pupils in examination conditions.	Shared trust CPD to develop previous CPD INSET programme. Departmental CPD time with a focus on shared planning	MM	Termly through Self-evaluation plan. Staff questionnaires after November INSET.
Focus on developing greater links across the curriculum to strengthen problem solving and application of mathematics.	Audit of current cross-curricular opportunities. Department-to-Department working and support for new curriculum demands.	Increased emphasis on problem solving in the national curriculum at both KS3 and KS4.	Through CPD records, minutes of planning and development meetings and through observation of Teaching & Learning	ABO	Termly

Increase provision for completion of homework outside of school hours for all pupils, including pupil premium pupils.	Homework club launched and staffed for all pupils if required.	Space/time to complete homework for some pupils, particularly pupil premium pupils, may be an issue.	Monitored by AHT-T&L	MMC	Half termly and ongoing throughout year.
Increase awareness of revision opportunities and strategies in preparation for the final GCSE exams.	Revision planners bought for all Year 11 pupils which include resources and revision strategy information.	Through pupil voice, students have indicated they sometimes do not feel confident in <b>how</b> they should revise for important exams.	Use of revision planners in Year 11 PD programme and mentor meetings.	MMC	End of academic year.

**Total budgeted cost    £172, 025**

**ii. Targeted support (PP Specific)**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
T&L focus on pupils eligible for PP with targeted support by HLTAs and TAs in	One to one and small group reading programme with literacy teacher	Successful 3 year trend within school.	Regular monitoring by SENDCo and English leads.	JN	Half termly and in departmental data collections.
Year 11 PP pupils have one to one support regarding both academic and pastoral issues.	Each PP pupil assigned to a mentor who will meet on average once per week to discuss any areas of need or	Evidence of one-to-one support working well with identified pupils.  Greater ability to respond to individual need.	Regular monitoring by AHT – Data and AHT- T&L.	MN	Half termly and ongoing throughout year.

Drive for increased achievement for PP pupils is implemented in all areas of the school so helping PP pupil achievement.	All department development plans to include focus on strategies to improve PP achievement (where appropriate).	Whole school approach required to ensure all areas of the curriculum are considering needs of PP pupils in every element of curriculum delivery.	Regular monitoring by AHT – T&L & HOS.	MM/BJ	Half termly and ongoing throughout year.
Progress of all PP pupils monitored in individual subjects monitored regularly and intervention put in place.	Half termly meetings between HOA/HOD/SLT to analyse performance data of PP pupils; identify barriers to learning and intervention needed.	Greater focus on PP progress will allow barriers to learning to be identified quickly and effectively, allowing swift and targeted intervention to be put in place.	Monitoring meetings attended by MMC/MN who will schedule.  Minutes available for records.	MM/MN	Half termly and ongoing throughout year.
Ensure PP pupils have appropriate resources for revision and home study.	Every PP pupil given a revision guide for English and Maths (and other subjects where appropriate).	Evidence shows revision less likely to be a priority at home for PP pupils.	HOA – English and Maths to facilitate.	AC-J/AB	Half termly and ongoing throughout year.
Ensure pupil experience of the school day is 'poverty proofed'.	Review all areas of the pupil school day in the light of ensuring fair access to all aspects of school life to all pupils.	Equality of access is the cornerstone to raising aspirations/opportunities for all pupils, include PP.	AHT-T&L lead – to monitor and evaluate.  Recommendations to be agreed by SLT with potential to being disseminated.	MM/PS	Ongoing throughout year

Receive external evaluation and guidance on provision for disadvantaged pupils in the academy.	Carry out a 'Higher Achievement Review' with Transforming Tees to identify areas of strength and areas to develop in relation to provision for disadvantaged pupils.	Evidence from other schools shows that review is worthwhile and helps improve long term provision for PP pupils.	AHT-T&L lead	MM	Ongoing and throughout the year.
<b>Total budgeted cost</b>					<b>£46, 802</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve well-being	Future in Mind project with Stockton LA	Opportunity to be part of a pilot based on research and to be able to share good practice across the LA	Staff leads to attend LA training and CPD days. Monitor through the Classcharts and pupil voice surveys.	JC with pastoral team	Half termly meetings.
Focused GCSE support for subjects with heavier financial needs	Financial support for pupils who are studying in creative subjects or where fieldtrips are required.	Proven success in academy over past three years for pupils who would otherwise not be able to access enrichment activities due to financial hardship.	Pupil voice and monitoring of data compared to spend. Sharing of resources across the Trust.	PS	Financial tracking conducted half termly. Data tracking according to subject area.
Continue to improve focus on PP progress in all lessons and subjects across the academy.	Use of class charts 'war boards' to identify and monitor progress of PP pupils.  Training carried out with TLR holders regarding how to use this.	Increases awareness of all staff of PP progress and allows more swift intervention to be put in place when required.	TLR holder meeting discussions.	MN	TLR holder meeting discussions.
<b>Total budgeted cost</b>					<b>£29, 080</b>

6. Review of expenditure			
Previous Academic Year (2016/2017)		2016/17 Total: £242, 633 (Funding)	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
A. High levels of progress in literacy for Year 7 and 8 pupils eligible for PP	<ul style="list-style-type: none"> <li>- T&amp;L to focus on developing a coaching programme and plan CPD on literacy for all staff (January INSET)</li> <li>- use of Local Authority school improvement team and school to school support</li> <li>- visits to primary schools to look at Y6-7 curricular transition by En and Ma departments</li> <li>- Focus on extending vocabulary choices across the curriculum</li> <li>- Development of LRC including Accelerated Reader, author visits and purchase of new reading matter.</li> <li>- HLTA focus on pupils eligible for PP, including small group work and 1-to-1 teaching</li> <li>- Extra literacy classes</li> <li>-“Word of the week” was in place throughout 2016/2017 where a word a week was shared and publicised throughout the academy to help raise levels and use of pupil vocabulary.</li> </ul>	<p>Coaching programme now designed and set up, aimed at improving first teaching in every classroom through an individual needs based approach. Impact yet to be determined (to continue to be a focus for 2017/2018).</p> <p>Durham Education Development Service SLA engaged to support specific departments (Humanities and English, Humanities with a pupil premium focus). Impact to be determined in 2017/2018 data.</p> <p>Pupils eligible for PP in Year 7 and 8 made more progress by the end of the year than “other” pupils so that the gap on entry had closed. Through additional literacy intervention and an HLTA focus, 16/27 PP pupils, whose literacy levels were below their chronological age, increased their reading by 2 years, 3/27 by over 4 years. Of note, were 2 pupils whose reading age increased by almost 6 years.</p> <p>Current in-school data shows that gaps are beginning to close, in terms of both attainment and progress, in literacy based subjects such as History, Geography and RE are beginning to close.</p>	£74, 633 (HTA plus other staffing)

<p>B. Increased attendance rates for all pupils eligible for PP, particularly girls at KS4.</p>	<ul style="list-style-type: none"> <li>- Investment in external agency to improve PA for identified pupils</li> <li>- New SLT structure to increase capacity within pastoral care.</li> </ul>	<p>Attendance rates for the whole school in 2016/17 were in line with the national target of 95% (School: 94.6%) but slightly below the aspirational target of 96%. Attendance of PP pupils was 92.2% in comparison to 96% for non-PP. Despite the actions taken by the Academy, this gap of 3.8% shows a widening of the 2015/16 gap of 2.3%. The impact of actions taken by the Academy can be seen at KS3 but PP was an issue for Y11 in 2016/17. KS3 average gap 2.1%; KS4 average gap 7.9%.</p> <p>The gap in attendance between boys and girls has closed (2015/16: 0.6% and 2016/17 0.3%). This also applies to both the PP gender gap and the Non-PP gender gap.</p>	<p>£54, 000</p>																																																
<p>C. Improvement in attitudes to learning and higher self-esteem for pupils eligible for PP</p>	<ul style="list-style-type: none"> <li>- Introduction of new Attitudes to Learning programme, including self-review. CPD for staff and also through PD programme for pupils</li> <li>- School visits and Music lessons with peripatetic staff financially supported to allow PP pupils to access aspects of the wider curriculum and improve self-esteem through quality of experience.</li> <li>- Inclusivity of rewards system and breadth of achievements recognised reviewed and strengthened.</li> <li>- New PD curriculum in place and has been highlight praised by external agencies as representing best practice. PD overseen by an SLE with a PD designation. CEIAG provision continues to be based on the Gatsby benchmarks of good practice.</li> </ul>	<p><b>Summary of 2016/17 ATL &amp; Homework data</b></p> <table border="1" data-bbox="987 692 1883 986"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">ATL</th> <th colspan="3">Homework</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>Gap</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td><b>Year 7</b></td> <td>1.64</td> <td>1.43</td> <td>-0.21</td> <td>1.57</td> <td>1.3</td> <td>-0.27</td> </tr> <tr> <td><b>Year 8</b></td> <td>1.8</td> <td>1.73</td> <td>-0.07</td> <td>1.69</td> <td>1.58</td> <td>-0.11</td> </tr> <tr> <td><b>Year 9</b></td> <td>1.78</td> <td>1.78</td> <td>0</td> <td>1.52</td> <td>1.54</td> <td>0.02</td> </tr> <tr> <td><b>Year 10</b></td> <td>2.03</td> <td>1.79</td> <td>-0.24</td> <td>1.89</td> <td>1.66</td> <td>-0.23</td> </tr> <tr> <td><b>Year 11</b></td> <td>1.88</td> <td>1.69</td> <td>-0.19</td> <td>1.85</td> <td>1.62</td> <td>-0.23</td> </tr> </tbody> </table> <p>Analysis of average ATL and homework grades (1 Expert, 2 Advanced, 3 Developing and 4 Causing Concern) shows the widest gaps at KS4 and on entry. Year 9 shows a zero gap for ATL and a +0.02 gap for PP pupils. For 2017/18, analysis of the strategies employed with and PD programme delivered to Y9 pupils will inform practice for other year groups in order to ensure consistency of best practice and quality of experience/outcomes for pupils.</p>		ATL			Homework			PP	Non PP	Gap	PP	Non PP	Gap	<b>Year 7</b>	1.64	1.43	-0.21	1.57	1.3	-0.27	<b>Year 8</b>	1.8	1.73	-0.07	1.69	1.58	-0.11	<b>Year 9</b>	1.78	1.78	0	1.52	1.54	0.02	<b>Year 10</b>	2.03	1.79	-0.24	1.89	1.66	-0.23	<b>Year 11</b>	1.88	1.69	-0.19	1.85	1.62	-0.23	<p>£15, 000 (Trips/rewards)</p> <p>£17, 000 (Music lessons and PD programme)</p>
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<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"> <li>- HLTA focus in English and Maths</li> <li>- use of external consultants to improve achievement</li> <li>- attendance of staff at transition / KS2 primary meetings</li> <li>- attendance at KS2 moderation meetings</li> <li>- raise staff awareness that it is the More Able pupils eligible for PP who are making the least progress</li> </ul>	<p>Please see attached table of values and graphs of trends of disadvantaged gaps.</p> <p>The gap between disadvantaged pupils and their peers in 2017 was slightly wider than in the 2016 but was still significantly narrower than that for 2015. From 2015 to 2016, the P8 gap had closed by 0.62 to -0.23. The P8 gap for 2017, using the SISRA EAP model, is -0.29.</p> <p>3 year trends show a widening KS2 gap on entry compared to a narrowing gap for Average P8 on exit. Where PP pupils did not make as much progress as “other” pupils at KS4, SLT link, ‘data challenge’ and ‘assessment accuracy’ meetings provide evidence of the monitoring and intervention put in place to address any underperformance.</p>	<p>See section A</p>																																																																				
<p>E. No PP pupil in Year 7 or 8 will have a reading age lower than their chronological age.</p>	<p>- 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.</p>	<p>The Academy employed a highly experienced literacy teacher for one day per week to teach pupils in year 7 (current year 8) in reading, spelling and comprehension.</p> <p>TAs worked with pre-identified pupils to improve their reading, spelling and comprehension on a regular basis (see SEN records).</p> <p>Despite clear improvements in both reading and spelling ages, the Academy continues to have some pupils who remain at a reading age below their chronological reading age and for this reason this remains a priority for the academy as it moves forward.</p> <p><b>Reading ages</b></p> <table border="1" data-bbox="990 887 1883 1070"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">On Entry</th> <th colspan="2">Latest Assessment</th> <th colspan="2">Average gain</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>11.18</td> <td>13.06</td> <td>12.25</td> <td>14.03</td> <td>1.07</td> <td>1.07</td> </tr> <tr> <td>Year 8</td> <td>11.29</td> <td>12.65</td> <td>13.41</td> <td>14.38</td> <td>2.46</td> <td>2.08</td> </tr> <tr> <td>Year 9</td> <td>11</td> <td>12.89</td> <td>14.07</td> <td>15.22</td> <td>3.94</td> <td>2.95</td> </tr> </tbody> </table> <p><b>Spelling ages</b></p> <table border="1" data-bbox="990 1145 1883 1329"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">On Entry</th> <th colspan="2">Latest Assessment</th> <th colspan="2">Average gain</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>12.94</td> <td>13.86</td> <td>13.39</td> <td>14.53</td> <td>0.53</td> <td>0.71</td> </tr> <tr> <td>Year 8</td> <td>12.42</td> <td>13.06</td> <td>14.26</td> <td>14.69</td> <td>1.85</td> <td>1.68</td> </tr> <tr> <td>Year 9</td> <td>11.59</td> <td>12.84</td> <td>14.1</td> <td>15.16</td> <td>3.48</td> <td>2.91</td> </tr> </tbody> </table> <p>(Data based on ACCESS reading testing, the VERNON spelling test and the SALFORD tests).</p>		On Entry		Latest Assessment		Average gain		PP	Non PP	PP	Non PP	PP	Non PP	Year 7	11.18	13.06	12.25	14.03	1.07	1.07	Year 8	11.29	12.65	13.41	14.38	2.46	2.08	Year 9	11	12.89	14.07	15.22	3.94	2.95		On Entry		Latest Assessment		Average gain		PP	Non PP	PP	Non PP	PP	Non PP	Year 7	12.94	13.86	13.39	14.53	0.53	0.71	Year 8	12.42	13.06	14.26	14.69	1.85	1.68	Year 9	11.59	12.84	14.1	15.16	3.48	2.91	
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<b>ii. Targeted support (PP Specific)</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Cost</b>
B. Increased attendance rates for all pupils eligible for PP, particularly girls at KS4.	<ul style="list-style-type: none"> <li>- Meetings every fortnight with a specific focus on Y10 and Y11 girls who are eligible for PP.</li> <li>- home visits for these pupils by external attendance officer</li> <li>- Mentoring programme with Pupil Premium Champion in place</li> <li>- Pupil Voice with Pupil Premium Champion to take place regularly – see PP Champion action plan</li> <li>- Collecting pupils where necessary</li> <li>- Attendance review panel meetings as required.</li> <li>- Involvement in Future in Minds (FIM) project to explore staff training to improve pupil resilience</li> </ul>	<p>Attendance rates for the whole school in 2016/17 were in line with the national target of 95% (School: 94.6%) but slightly below the aspirational target of 96%. Attendance of PP pupils was 92.2% in comparison to 96% for non-PP. Despite the actions taken by the Academy, this gap of 3.8% shows a widening of the 2015/16 gap of 2.3%. The impact of actions taken by the Academy can be seen at KS3 but PP was an issue for Y11 in 2016/17. KS3 average gap 2.1%; KS4 average gap 7.9%.</p> <p>The gap in attendance between boys and girls has closed (2015/16: 0.6% and 2016/17 0.3%). This also applies to both the PP gender gap and the Non-PP gender gap.</p>	See attendance section above
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"> <li>- Timetables adapted for pupils eligible for PP</li> <li>- Support to remove financial restraints</li> <li>- visits funded where possible to support pathways into higher</li> </ul>	<p>The development of data systems and format so that ML and classroom teachers have absolute clarity and a full understanding of key areas of focus has enhanced identification of any pupil underperformance.</p> <p>Please see attached table of values and graphs of trends of disadvantaged gaps.</p>	£58, 0000 (Alt. education)
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Cost</b>
All (A – D)	<ul style="list-style-type: none"> <li>- Appointment of Pupil Premium Champion across the Trust</li> <li>- Regular reports and evidence of pupil voice</li> </ul>	A Pupil Premium Champion was appointed across the Trust, reporting to Directors/SLT following interviews with Pupil Voice. This resulted in a major project on 'Mindfulness' leading to an improvement in attitudes and outcomes for KS3 pupils at Ian Ramsey.	£24, 000