

Ian Ramsey CE Academy - Pupil premium strategy review 2018-19

1. Summary information						
School	Ian Ramsey CE Academy					
Academic Year	2018/2019	Total PP budget	£ 236,555	Date of most recent PP Review	2019	
Total no. of pupils	1169	Number of pupils eligible for PP	264	Date for next internal review of this strategy	2019-20	
2. Key Indicators (most recent Year 11)		Data Source:		Unvalidated	x	Validated
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)		
Key Stage 2 Fine Point Level (Cohort size)			4.50	4.95		
% Attaining 9-7 in English (Best) and Maths			5.0%	12.2%		
% Attaining 9-5 in English (Best) and Maths			17.5%	48.4%		
% Attaining 9-4 in English (Best) and Maths			45.0%	71.8%		
Progress 8 score average			Pending	Pending		
Progress 8 English			Pending	Pending		
Progress 8 Maths			Pending	Pending		
Progress 8 English Baccalaureate Slots			Pending	Pending		
Progress 8 Open Slots			Pending	Pending		
Progress 8 score average for Higher Ability Pupils			Pending	Pending		
Attainment 8 score average			37.12	48.48		
% Entering the English Baccalaureate			70%	78.2%		
% Attaining 9-5 in the English Baccalaureate			10%	26.6%		
% Attendance			89.4%	94.4%		
% Persistently Absent			24.1%	10.4%		
% Staying in education or entering employment after Key Stage 4			98.3%	98.7%		

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor literacy skills*)

- A. Although there has been a closing of the gap in 2017/2018, (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. Gap at KS4 is significantly wider for PP boys compared to Non-PP boys
- C. Low self-esteem and lack of aspiration presented in school tracking for pupils eligible for PP with reluctance to engage in debate / discussion

External barriers (*issues which also require action outside school, such as low attendance rates*)

- D. Attendance is lower for pupils eligible for PP, particularly for KS4 girls. This has had an impact on academic outcomes. Attendance is lower at intervention classes or in holidays.
- E. Lack of parental involvement for PP pupils at school events, particularly parents' evenings and curriculum evenings

4. Desired outcomes (*desired outcomes and how and when they will be measured*)

		Success Criteria
A.	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.	Gap for PP boys against Non-PP boys narrows.	Regular monitoring of data and interventions as a result narrow the gap between PP and non-PP boys.
C.	PP pupils engage more readily in lessons and show increased aspiration to succeed.	
D.	Attendance increases for all PP pupils, particularly KS4 PP girls.	Attendance increases to at least national averages for pupils eligible for PP, particularly KS4 girls.
E.	Parental involvement of PP pupils is increased at school events, particularly parents' evenings and curriculum evenings.	Evaluation of events where parents are invited into school shows an increase in the attendance of parents of PP pupils.

5. Review of expenditure												
Previous Academic Year (2018/2019)		2018/19 Total: £236,555 (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								
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	<p>Quality of marking and feedback is a continuous focus for the Academy. In 2017/2018 a new marking policy was implemented designed to concentrate on quality of feedback rather than compliance. The policy requires teacher response to pupil improvement to stimulate dialogue and progress. Policy has been monitored by SLT through work scrutiny walkthroughs. The Academy recognises the impact of quality first teaching on all pupils, including those in receipt of the pupil premium.</p> <p>In 2018/2019 there were 83% of staff who were regularly marking for quality rather than just compliance. Coaching continues to support those not yet adapting their marking to the new approach.</p> <table border="1" data-bbox="534 871 1230 1003"> <thead> <tr> <th></th><th>2017</th><th>2018</th><th>2019</th></tr> </thead> <tbody> <tr> <td>Overall P8 Gap</td><td>-0.45</td><td>-0.23</td><td>-0.20</td></tr> </tbody> </table> <p>As the table above shows, the progress gap between PP and Non-PP pupils continues to close</p> <p>Evidence:</p> <p>SIP Report Summer '19 'where observed practice was strongest it correlated with the strongest pupil outcomes'</p> <p>Ofsted September 2017 stated there was 'no discernible difference between Non/Disadvantaged pupils'.</p>		2017	2018	2019	Overall P8 Gap	-0.45	-0.23	-0.20		£88,452 (HLTA plus other staff)
	2017	2018	2019									
Overall P8 Gap	-0.45	-0.23	-0.20									

<p>Focus on developing vocabulary (following on from shared trust INSET) and developing independent writing skills</p>	<p>Staff planning shows a focus on language roots and meaning so that pupils develop a wider range of vocabulary.</p>	<p>Whole staff literacy training has taken place in 2017/2018. A carousel approach meant that staff could focus on areas of their own development to improve their classroom practice (key areas: KS2 changes and impact on the secondary classroom, punctuation and sentence structure). Marking for literacy has improved in the vast majority of areas across the academy. This has been evidenced through walk throughs by MLs and SLT.</p> <p>Word mats have been shared with all departments with a view to subject specific mats being developed, aiding the literacy development of all pupils.</p> <p>Reference books regarding punctuation and grammar have been issued to all departments for reference to enhance first teaching.</p> <p>Common 'grammar monsters' have been displayed around the Academy to support the standard of English and vocabulary in all pupils.</p> <p>Greater opportunities are now being used to develop independent writing and resilience across a variety of subjects.</p> <p>Talk for writing training taken place for all English staff and embedded in all SOL Y7-11. This will be cascaded to all staff in 2019-20 in collaboration with reciprocal reading.</p> <p>Whole school staff training delivered by AVeron to focus on embedding practical reading skills in all departments and the link to reading within the new Ofsted framework.</p> <p>The initial training for the whole school reading approach (Reciprocal Reading – FFT John Catron) was delivered in July 2019 to Heads of Area, SEND and other key staff. This will be cascaded down in September 2019-20 and embedded throughout the year.</p> <table border="1" data-bbox="541 1062 1215 1205"> <thead> <tr> <th></th><th>2017</th><th>2018</th><th>2019</th></tr> </thead> <tbody> <tr> <td>English P8 Gap</td><td>-0.45</td><td>-0.31</td><td>-0.22</td></tr> </tbody> </table> <p>The above table shows that the disadvantaged gap continues to close in English.</p>		2017	2018	2019	English P8 Gap	-0.45	-0.31	-0.22	<p>£5000</p>
	2017	2018	2019								
English P8 Gap	-0.45	-0.31	-0.22								

<p>Focus on developing greater links across the curriculum to strengthen problem solving and application of mathematics.</p>	<p>Audit of current cross-curricular opportunities. Department-to-Department working and support for new curriculum demands.</p>	<p>Whole staff numeracy / problem solving training has taken place in the Summer term. Practical ways of including numeracy and problem activities were shared, along with various websites for those staff who were less confident with their own ability.</p> <p>Meetings have taken place with some departments (Humanities / Science) to discuss particular topics and share questions and examples.</p> <p>These can be used in Maths lessons to show students real-life uses of the content, which often raises engagement with students. Maths staff have acted as Numeracy Support for departments in 2018/19</p> <p>Maths SOL have been adapted to teach skills that translate through other curriculum areas.</p> <table border="1" data-bbox="541 585 1176 728"> <thead> <tr> <th></th><th>2017</th><th>2018</th><th>2019</th></tr> </thead> <tbody> <tr> <td>Maths P8 Gap</td><td>-0.58</td><td>-0.17</td><td>-0.23</td></tr> </tbody> </table> <p>The above table shows that the disadvantaged gap has widened slightly from 2018 but is still significantly below the gap</p>		2017	2018	2019	Maths P8 Gap	-0.58	-0.17	-0.23	<p>£4000</p>
	2017	2018	2019								
Maths P8 Gap	-0.58	-0.17	-0.23								

<p>Increase provision for completion of homework outside of school hours for all pupils, including pupil premium pupils.</p>	<p>Homework club launched and staffed for all pupils if required.</p>	<p>Homework club runs every night after school in the LRC with printer access. SEND homework club on Tuesday evenings available for support for pupils who require support. Homework policy development is ongoing to be finalised in 2018/2019. To be continued in 2018/2019.</p> <table border="1" data-bbox="541 324 1978 632"> <thead> <tr> <th rowspan="2"></th><th colspan="5">ATL</th><th colspan="5">Homework</th></tr> <tr> <th>PP</th><th>Non PP</th><th>2018/19 Gap</th><th>2017/18 Gap</th><th>Diff</th><th>PP</th><th>Non PP</th><th>2018/19 Gap</th><th>2017/18 Gap</th><th>Diff</th></tr> </thead> <tbody> <tr> <td>Year 7</td><td>1.47</td><td>1.37</td><td>-0.11</td><td>-0.14</td><td>0.03</td><td>1.40</td><td>1.30</td><td>-0.11</td><td>-0.10</td><td>-0.01</td></tr> <tr> <td>Year 8</td><td>1.79</td><td>1.55</td><td>-0.24</td><td>-0.24</td><td>0.00</td><td>1.71</td><td>1.48</td><td>-0.23</td><td>-0.25</td><td>0.01</td></tr> <tr> <td>Year 9</td><td>1.92</td><td>1.62</td><td>-0.30</td><td>-0.14</td><td>-0.16</td><td>1.89</td><td>1.58</td><td>-0.31</td><td>-0.19</td><td>-0.12</td></tr> <tr> <td>Year 10</td><td>1.87</td><td>1.72</td><td>-0.15</td><td>-0.06</td><td>-0.09</td><td>1.91</td><td>1.70</td><td>-0.22</td><td>-0.11</td><td>-0.11</td></tr> <tr> <td>Year 11</td><td>1.85</td><td>1.74</td><td>-0.11</td><td>-0.20</td><td>0.09</td><td>1.94</td><td>1.78</td><td>-0.17</td><td>-0.22</td><td>0.05</td></tr> </tbody> </table> <p>Year 7 – gap for ATL has narrowed slightly since 2017/18, the gap for Homework has widened slightly</p> <p>Year 8 – gap for ATL has remained static and the gap for Homework has narrowed slightly since 2017/18</p> <p>Year 9 – gaps for ATL and Homework between PP and Non-PP pupil have widened slightly since 2017/18</p> <p>Year 10 – gap for ATL and Homework between PP and Non-PP pupils has widened slightly since 2017/18</p> <p>Year 11 – gaps for ATL and Homework between PP and Non-PP pupil have narrowed since 2017/18</p>		ATL					Homework					PP	Non PP	2018/19 Gap	2017/18 Gap	Diff	PP	Non PP	2018/19 Gap	2017/18 Gap	Diff	Year 7	1.47	1.37	-0.11	-0.14	0.03	1.40	1.30	-0.11	-0.10	-0.01	Year 8	1.79	1.55	-0.24	-0.24	0.00	1.71	1.48	-0.23	-0.25	0.01	Year 9	1.92	1.62	-0.30	-0.14	-0.16	1.89	1.58	-0.31	-0.19	-0.12	Year 10	1.87	1.72	-0.15	-0.06	-0.09	1.91	1.70	-0.22	-0.11	-0.11	Year 11	1.85	1.74	-0.11	-0.20	0.09	1.94	1.78	-0.17	-0.22	0.05	<p>£16,000 (TA)</p>
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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.	<p>Revision planners bought and disseminated to all Year 11 pupils.</p> <p>Website links to revision resources published on website.</p> <p>All students in years 9-11 have an individual ActiveTeach account where they can access course materials online. The resource is linked directly to the course material where students can complete and receive instant feedback on both short answer and extended answer exercises. Teachers can log in and check progress.</p> <p>Revision guides bought and distributed across all areas – free to PP pupils.</p> <p>Parental sessions to support parents to work with young people in their revision planned and executed. 100% of attending parents found this of use and stated that they would recommend a similar session to another parent. 71% of attending parents stated that the sessions were ‘very useful’.</p> <p>See section 1 - Data</p>	£12000
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ii. Targeted support (PP Specific)

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
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T&L focus on pupils eligible for PP with targeted support by HLTA and TAs in reading and spelling	One to one and small group reading programme with literacy teacher	<p>The Academy employs a highly experienced literacy teacher for one day per week to teach pupils in Year 7 (current Year 8) in reading, spelling and comprehension, the pupils are assessed for their reading and spelling scores at the beginning and end of the programme.</p> <table border="1" data-bbox="938 255 1956 960"> <thead> <tr> <th>Total pupils in the group</th><th>PP</th><th>Non PP</th></tr> </thead> <tbody> <tr> <td>27</td><td>8</td><td>19</td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td>% of pupils making progress in reading</td><td>87.5%</td><td>73.6%</td></tr> <tr> <td>% of pupils making progress in spelling</td><td>100%</td><td>73.6%</td></tr> <tr> <td>Average progress for reading in months</td><td>24.8</td><td>18.2</td></tr> <tr> <td>Average progress for spelling in months</td><td>14.2</td><td>6.57</td></tr> </tbody> </table> <p>PP pupils have made significantly greater progress in their reading and spelling scores throughout the 2018-2019 year</p>	Total pupils in the group	PP	Non PP	27	8	19				% of pupils making progress in reading	87.5%	73.6%	% of pupils making progress in spelling	100%	73.6%	Average progress for reading in months	24.8	18.2	Average progress for spelling in months	14.2	6.57	£8000
Total pupils in the group	PP	Non PP																						
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Average progress for reading in months	24.8	18.2																						
Average progress for spelling in months	14.2	6.57																						

Year 11 PP pupils have one to one support regarding both academic and pastoral issues.	Targeted PP pupil assigned to a mentor who will meet on average once per week to discuss any areas of need or guidance.	Targeted pupil premium pupils have a designated mentor in Year 11 for support, guidance and revision help on an ongoing basis. For impact see data on page 1.	£1000 (resources)
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).	PP data challenge meetings have taken place with AHT and HOAs throughout the year to identify under performance and address barriers causing this. See individual subject's performance for details. Any gaps to be addressed in department development plans for 2019-20 The Academy has been regularly represented at the Stockton 'closing the gap' cluster meetings, information disseminated to SLT and strategies investigated where appropriate.	£1500 (staffing costs)
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.	See above – PP data challenge meetings have taken place and actions to address barriers to learning put in place.	£554 (cover costs)
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).	Revision/study resources bought and disseminated to all pupils allocated a mentor. Copies of texts given to all disadvantaged pupils in English and Corbett maths revision guides and flashcards in maths. Revision guides have been bought for all disadvantaged pupils in all departments.	£1200

Ensure attendance of PP pupils is monitored and, where required, swift and robust action is taken to ensure attendance improves.	New attendance tracking to provide weekly updates to HOYs to identify issues with PP pupil attendance. HOY to contact home using new attendance intervention strategy (see Academy documents).	Attendance monitoring has focussed on PP pupils and intervention strategies put in place. Tracking graphs have been produced to closely monitor PP attendance. Attendance policy has been reviewed and as a result LA attendance blitz have been carried out on targeted pupils. Data shows: 67 pupils have been targeted, 34 pupils' attendance has improved from last year. 17 by 2%, 6 by over 5% and 1 by over 30%	£64000
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.	This was raised at SHPG through speakers and best practice. The Academy has considered poverty proofing in all decision making with the result of: <ul style="list-style-type: none"> - Discounts and vouchers available for new uniform - Price limits discussed and set on residential trips (50% discount) - Poverty proofing audit carried out and recommendation adopted where appropriate 	£5000

iii. Other approaches

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
Improve well-being	IR well-being committee	Directors have set up a Trust working party to consider well-being of all members of the Trust, including pupils. Group launched on 11/06/18 by Executive headteacher. Group have met throughout the year and identified issues have become priorities for the senior leadership team	
Focused GCSE support for subjects with heavier financial needs	Financial support for pupils who are studying in creative subjects or where fieldtrips are required.	Geography field trips funded for PP pupils. Support for subject specific enrichment, visits and trips. Private music tuition funded. - Impact : GCSE Music grades are in line with, or above,	£800 £4,250

Provide one to one pastoral support for identified PP pupils.	Counselling available for all pupils when needed/required.	Evidence in confidential pupil records.	£24000

