

Autumn Review

School:	Pupil Premium Lead:
Padgate Academy	Warren Morley

Number of pupils and PPG received	
Total number of pupils on roll:	434
Total number of pupils eligible for PPG:	205
Total amount of PPG received:	Approx £146,200

Performance of disadvantaged pupils (SECONDARY)			
	2016/17	2017/18	2018/19
<i>% of pupils meeting the standard of 4+ and 5+ for English & Maths</i>	EnMa 4+ 36% EnMa 5+ 14%	EnMa 4+ 31% EnMa 5+ 17%	EnMa 4+ 45.5% EnMa 5+ 15.2%
<i>Average progress scores in English & Maths</i>	English -1.34 Maths -0.84	English -1.19 Maths -1.07	English -0.37 Maths - 0.47
<i>Progress 8 score</i>	-1.18	-1.33	-0.51
<i>Attainment 8 score</i>	25.8	27.6	33.63

Identified priorities:

1. Pupil Premium students achieving or exceeding a P8 score of 0
2. Improved outcomes in English, Mathematics and Science
3. Attendance of PP students is at least 95%
4. Reduction in behaviour incidents for PP students
5. Exclusions of PP students are below local and national benchmarks

Identified barriers:

- Low aspirations of students and parents and restricted opportunities for educational and cultural enrichment
- Significantly low attainment on entry
- Low literacy and numeracy levels on entry, hindering access to the curriculum
- Poor home learning environment in many cases
- Home school partnership is poor, especially for those students with poor attendance

Key actions taken during the Autumn term – grouped against priorities

1. Pupil Premium students achieving or exceeding a P8 score of 0
2. Improved outcomes in English, Mathematics and Science

Creation of Learning Coach job description focussed around removing barriers and facilitating progress of particular student groups

Specific identified cohort for 4 Learning Coaches:-

1. Disadvantaged boys
 2. Disadvantaged girls
 3. Disadvantaged CLA and those with an EHCP
 4. Disadvantaged with significant safeguarding concerns
- Homework support, reading plus club, breakfast clubs to be run for disadvantaged students
 - Tailored rewards system for specific disadvantaged groups of students regarding attendance, behaviour and progress
 - Tailored action plans for individual students that are disadvantaged
 - Mentoring programme for all disadvantaged students
 - Improve monitoring and support of intervention sessions to increase attendance of pupil premium students
 - All Year 7 staff to have a copy of an exemplar piece of writing in line with the standardised score to use as reference with students when completing work
 - Targeted curriculum intervention with year 11 disadvantaged students during PHSEE days
 - Curriculum revision resources for disadvantaged students in KS4
 - PfP cycle identifies any significant concerns with disadvantaged cohort and instigates further actions
 - Priority use of ED-Lounge for disadvantaged students during periods of illness/medical absences
 - Small group targeted intervention sessions Delivering Vocabulary Strengthening sessions to support learning of curriculum-based vocabulary and concepts for identified students.
 - Fresh Start Phonics intervention groups in year 7, 8 and 9 during English curriculum time for all 'Not Ready' disadvantaged students.
 - Reading Plus lessons integral part of English curriculum for Key Stage 3
 - Whole class reading book for guided reading sessions with Form Tutor during Academic Review
 - Reading Plus support study sessions during breakfast club for disadvantaged students
 - Academic review whole class reading sessions launched for each year group
 - Individual fund for Pupil Premium students - Examples of how the Individual Fund has been utilised to ensure every student can take up the opportunities the Academy offers includes the purchase / subsidy of: School shoes, PE kits, School uniforms, trips both abroad and in the UK, bespoke curriculum resources such as revision guides.
 - Parent outreach programme ran by Padgate staff and LiveWire to increase parental engagement
 - Review of Open bucket subjects to ensure curriculum meets the needs of all students, particularly PP students.
 - In lesson assessment and guidance of putting FOCUS into practice to support engagement and progress for disadvantaged students
 - Best effort strategy to increase expectations of all students, including disadvantaged
 - An extra academic review to be included during am sessions to ensure all students have the required equipment to remove this barrier to learning

- Revised attitudes to learning grades linked to FOCUS to simplify and provide clarity for how to improve
- Revised punctuality sanction policy including lateness to lessons procedure
- Punctuality data to be shared on daily basis for interventions to be actioned
- Weekly analysis of behaviour / attendance information to coordinate responses for disadvantaged students
- Rowing programme to be offered to more students

Summary of key actions taken in relation to identified barriers

Term 2

Following the Autumn review, the following **additional** actions were taken to address identified barriers. They are grouped against the priorities:

- EnMa targeted intervention groups
- Targeted intervention for all other subjects following data captures (TIG meetings)
- Creation and launch of Padgate T & L expectations for all staff
- Revised quality assurance processes for SLT and middle leaders
- Department 360 process implemented for all departments alongside SMART targets
- Weekly targeted intervention support sessions run by learning coach for year 10 students
- Respect mentoring introduced for PP students in year 7 & 8
- Revised Learning Coach allocation
- FT mentoring programme set across all year groups
- Learning coaches to RAG groups and begin support with PP students below expectations in terms of progress
- Department review processes to begin
- Professional development sessions for staff linked to Padgate T & L expectations
- Year 10 pastoral review – focus around mathematics in particular with associated actions
- Year 7,8,9,10 & 11 Mentoring sessions following DC captures to focus on attendance and punctuality
- Academy to proceed with prosecutions in association with ATTEND
- TCAT school improvement partner to oversee and line manage science department – begun at the beginning of term 2.

Summary of key actions taken in relation to identified barriers:

Term 3

Following the Spring review, the following **additional** actions were taken to address identified barriers:

- IDL literacy and numeracy intervention to begin for intensive 4 week programme for students in years 7 and 8
- Year 10 parent session to provide information around end of year mocks and revision techniques
- KS3 parent session to provide information around end of year mocks and revision techniques
- HOL review and actions following Data Capture for each year group – with focus on attendance and progress
- 15 minute forum sessions for RED PP students
- Creation and sharing of passports to success for identified PP students

- English / Maths / Science targeted intervention for year 10 in run up to mocks
- PP students aiming for grades 3 - 5 in year 11 had focused small group intervention in English Language for 3 hours per week across 4 weeks
- PP students in year 11 aiming for grades 3 – 5 had focused small group intervention in Mathematics for 3 hours per week across 4 weeks
- Small group of Year 10 PP students supported with 1 hour additional focused curriculum time in Art
- PP Students have access to a library lesson for 1 hour bi weekly
- PP students in year 7, 8 and 9 start every English lesson with 10 minutes reading for pleasure
- Fresh Start Phonics intervention groups in year 7, 8 and 9 during English curriculum time for all 'Not Ready' disadvantaged students.
- Reading Plus lessons integral part of English curriculum for Key Stage 3
- Reading Plus support study sessions during breakfast club for disadvantaged students
- Formation of an alternative provision on site for KS3 students at risk of exclusion to be set up ready for Sept 19
- Access to an alternative provision for KS4 students at risk of exclusion to be set up ready for Sept 19

Quantitative outcomes

1. Pupil Premium students achieving or exceeding a P8 score of 0

All data conclusions are made using the SISRA collaboration data that has been approved by Ofsted as a temporary source until tables checking. As per EEF guidance, comparisons against 'other' students are made using SISRA SPI data, which provides a direct indication of how a student has performed in comparison with students with the same KS2 prior. (The measurement and comparison of internal class or school gaps is less likely to provide useful information and isn't required by the Department for Education or Ofsted – EEF guide to PP)

Whilst the P8 for disadvantaged students remains below 0, there has been a substantial improvement since the previous academic year.

Year	Overall P8 for PP
18/19	-0.51
17/18	-1.40
Difference	+0.89

The gap between disadvantaged and others are:

2017/18		2018/19	
P8 disadvantaged	-1.40	P8 disadvantaged	-0.51
P8 other nationally	0.12	P8 other nationally	0.15
Gap	1.52	Gap	0.66

Therefore, the gap between disadvantaged and others has substantially decreased.

A target for next year, will be to ensure disadvantaged students achieve at least a P8 score of 0.

Students achieving positive P8 –

Disadvantaged students achieving positive P8 18/19 = 33.3%

Non disadvantaged nationally achieving positive P8 18/19 = 56.4%

18/19 gap = 23.1%

Disadvantaged students achieving positive P8 17/18 = 16.7%

Non disadvantaged nationally achieving positive P8 17/18 = 55.8%

17/18 gap = 39.1%

Gap for students achieving positive P8 has decreased.

2. Improved outcomes in English, Mathematics and Science

Disadvantaged only												
Subject	2018				2019				Change 2018-19			
	9 - 7 %	9 - 5 %	9 - 4 %	SPI	9 - 7 %	9 - 5 %	9 - 4 %	SPI	9 - 7 %	9 - 5 %	9 - 4 %	SPI
English Lang	7.3	35.8	42.9	-0.83	12.2	27.4	48.6	-0.21	4.9	-8.4	5.7	0.62
English Lit	2.6	18	46.2	-1.12	9.7	29	51.6	-0.46	7.1	11	5.4	0.66
Maths	2.4	21.5	38.2	-1.07	3	24.2	54.5	-0.52	0.6	2.7	16.3	0.55
Biology	0	0	13.3	-1.86	14.3	28.6	57.2	-0.97	14.3	28.6	43.9	0.89
Chemistry	0	0	80	-1.05	25	75	100	0.19	25	75	20	1.24
Physics	0	0	60	-1.26	25	100	100	0.45	25	100	40	1.71
Science combined	4.3	21.7	39.1	-0.76	4	30	38	-0.24	-0.3	8.3	-1.1	0.52

Outcomes across English, Mathematics and Science have improved.

In all subjects there has been an improvement in the SPI (P8) of students.

Disadvantaged basics	9 - 5 %	9 - 4 %
18/19 Basics	15.2	45.5
17/18 Basics	16.7	31.0

9-4% English **and** mathematics has improved.

The target remains to improve the SPI for disadvantaged students to at least 0 across all subjects.

3. Attendance of PP students is at least 95%

PP attendance	2018-2019	2017-2018
	%	%
Year 7	95.74	95.18
Year 8	93.85	92.6
Year 9	89.84	87.99
Year 10	87.71	93.73
Year 11	93.04	86.59
Overall total	92.29	91.31

Attendance for disadvantaged students has improved since the previous academic year (following the trend over the past 3 years) however work needs to be done to improve this to at least 95% next academic year.

4. Reduction in behaviour incidents for PP students

Inclusions	2018-2019	2017-2018
	Days learning	Days learning
PP	1218	730.5
Non-PP	223	369

Seclusions	2018-2019	2017-2018
	Incidents	Incidents
PP	44	133
Non-PP	13	50

The number of day's lessons missed due to seclusion has decreased since the previous year for PP students.

However, PP students are the students more likely to receive a sanction resulting in a day's lessons missed compared to non-PP students and the number of days has increased substantially.

The persistent nature and amount of lessons missed is an area to continue to work on next year.

5. Exclusions of PP students are below local and national benchmarks

Fixed Term Exclusions	2018-2019 Days	2017-2018 Days	School percentage 18-19	National % 16-17 (DfE July 2019)
PP	32.5	32	0.08	9.40
Non-PP	14	2	0.04	

Although below the national average for FTE's, PP students are more likely to receive a fixed term exclusion compared to non-PP.

Qualitative outcomes

Various experiences have been provided for PP students – police course, University experience trips, Rowing as examples.

Revision resources have been purchased for Year 11 students in English and Science.

Costings for 2018-2019

Pupil premium received for 2018-2019 was £146,000.

The following provisions were specifically funded through the Pupil Premium grant.

Description of spending (including any oncosts)	Cost	Impact	Next steps?
Salary of PP coordinator	£78,448	To impact upon progress, attendance and behaviour	Continue with next year
Salary of Learning coaches x 4	£53,250	To impact upon progress, attendance and behaviour	Review roles for next year – attach to year groups when possible
Attendance officer (50% of salary)	£15,000	To impact upon attendance	Revise attendance procedures
ED-Lounge subscription (50% for PP)	£1,750	To impact upon progress	Cease use and subscription
Individual fund to allow access to opportunities	£570	To impact upon progress, attendance and behaviour	Continue providing experiences
Rewards programme	£1,100	To impact upon attendance	Continue next year