

Autumn Review 19/20

School:	Pupil Premium Lead:
Padgate Academy	Warren Morley

Number of pupils and PPG received	
Total number of pupils on roll:	489
Total number of pupils eligible for PPG:	244
Total amount of PPG received:	Approx £219,000

Performance of disadvantaged pupils (SECONDARY)				
	2016/17	2017/18	2018/19	2019/20 as of March '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%	EnMa 4+ 21.6% EnMa 5+ 13.5%
<i>Average progress scores in English & Maths</i>	English -1.34 Maths -0.84	English -1.19 Maths -1.07	English -0.43 Maths - 0.53	English -0.92 Maths - 1.07
<i>Progress 8 score</i>	-1.18	-1.33	-0.63	-0.895
<i>Attainment 8 score</i>	25.8	27.6	33.5	28.42

Identified priorities:

1. Focus on CPD to improve Teaching and Learning, including whole class feedback
2. HOLs/LCs to break down barriers to learning; such as behaviour, homework support, parental engagement
3. Literacy and numeracy intervention (including Years 7 and 8)
4. Attendance tracking and early intervention, including rewards programme
5. Improve aspirations of all students

Identified barriers:

- In-school attainment gaps on entry in English and mathematics
- Disadvantaged students often start at Padgate with lower aspirations than other students in school
- Disadvantaged students often have lower literacy and numeracy levels on entry compared to other students
- Positive learning habits are not fully embedded, including home learning habits
- Attendance of disadvantaged students does not match that of other students in the school

- Parent support, expectations and engagement can be a barrier for a significant proportion of disadvantaged students
- Disadvantaged students at Padgate often have poor self-esteem and confidence

Key actions taken during the Autumn term (grouped in priority areas)

Focus on CPD to improve Teaching and Learning, including whole class feedback

- CPD programme has been created following a T & L review at the end of 18-19. Specific aspects of practice to improve and change have been identified, including:
- Purposeful Planning – ensuring there is coherence between the identified outcomes to be taught and the tasks that would demonstrate understanding. This included the production of a planning frame for staff to use
- Critical thinking – Subject specific examples of how to encourage students to think deeply
- Knowledge retention – CPD session run by Tom Sherrington on Rosenshine's Principles of Instruction
- Literacy teaching – Selection of strategies to explicitly teach literacy and vocabulary across all subjects
- CPD plan includes whole school delivery followed by collaborative planning within departments to secure effective implementation.
- Department self-evaluation exploring how the CPD areas have been implemented across departments
- Direct instruction principles – based on Rosenshine's – have greatest impact on disadvantaged (project follow through)
- Metacognition training – supporting students to think about how they learn

Improve aspirations of all students

- Y7 and Y8 University trip to raise aspirations
- Y11 Art resources purchased to ensure all have access to independent study
- Personalised subject specific intervention programmes to support students that are underperforming
- Rowing programme for targeted students
- Consistent revision strategy shared with all year groups and parents to improve home learning habits
- Humanutopia workshops for Y10 students to raise aspirations and self esteem
- Y9 University taster day at Cronton College to raise aspirations

Literacy and numeracy intervention (including Years 7 and 8)

- Small group tuition for Maths and Science in academic review (Y11)
- Small group tuition in Maths Y8
- Subject specialist targeted support in class, in addition to class teacher in Maths and Science
- Lexonic vocabulary intervention in Y7 and Y8

Attendance tracking and early intervention, including rewards programme

- Weekly analysis of attendance of PP students and action planning
- Class support from HOL/Learning Coach
- Mentoring for individual issues, including mental health, attendance, behaviour, progress
- Reward trips for 100% attendance
- Weekly rewards for 100% attendance

- First day phone calls for absence
- Diamond 9 introduced in forms to rank attendance

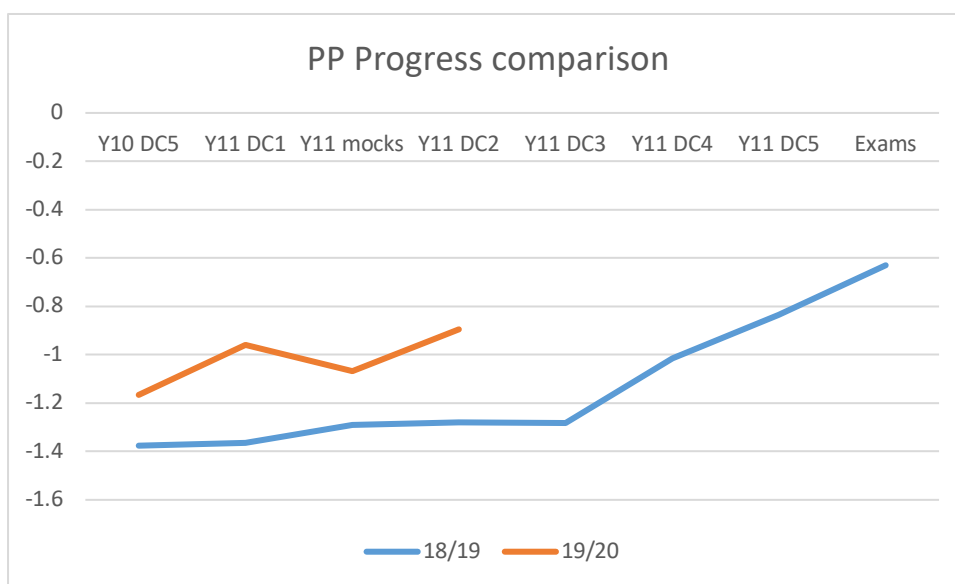
Other actions:

- Trailblazer scheme to provide mental health worker at Padgate Academy
- Young Carers monthly drop ins to support students that are Young Carers
- Kingswood residential for all Y7 students to support transition
- Breakfast club
- Supervised independent study room with PP students targeted for attendance to improve learning habits
- PP funding review – both TCAT and independent reviewer
- Regular homework provided to all students with access to library to complete work
- Study support sessions ran for PP students
- Revision strategy sessions and expectation in Year 11 form time
- Addition of On call step out – students reflect on behavior and given a chance to amend without losing lesson time (PP more likely to get to this stage, so has reduced lost learning time)
- Whole staff briefing PP alerts

Quantitative outcomes

Progress:

P8 (Sisra SPI) of disadvantaged students shows they are in a better position than last year. They are on track to improve again and continue to trend of PP P8 improvement of the past 3 years.



Current position – context:

Data Set	Disadvantaged (49)	Other (37)	Gap
Current Y11 (DC1)	-0.96	-0.74	-0.22
Current Y11 (DC2)	-0.90	-0.67	-0.23
Current Y11 (mock)	-1.07	-0.74	-0.33
Year 11 Leavers (mock)	-1.29	-0.52	-0.77
Y11 Leavers (Results)	-0.59	0.14	-0.73

The gap is significantly smaller than that for the year 11 leavers at any point last year. There is however still a gap and this is a focus for intervention.

Basics:

Disadvantaged basics	9 - 5 %	9 - 4 %
19/20 DC2 Basics	13.5	21.6
18/19 DC2 Basics	6.1	15.2
18/19 Basics exams	15.2	45.5
17/18 Basics exams	16.7	31.0

Compared to last academic year, the percentage of PP students achieving Basic 4+ & 5+ is increasing. This is also subject to significant intervention to improve this, particularly in Maths.

Students achieving positive P8 –

Disadvantaged students achieving positive P8 19/20 = 22.2%

Non disadvantaged nationally achieving positive P8 19/20 = 30.8%

18/19 gap = 8.6%

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 currently this year, following the trend of previous years.

Attendance:

PP attendance	2019-2020	2018-2019	2017-2018
	% As of March 2019	%	%
Year 7	94.11	95.57	95.18
Year 8	93.48	93.75	92.6
Year 9	92.72	90.04	87.99
Year 10	86.51	87.78	93.73
Year 11	89.48	93.04	86.59
Overall total	91.88	92.28	91.31

Attendance for disadvantaged students has improved the past 3 years

Current Year 10 (worsened) and 11 (improved) remain a concern.

Year 10 includes prosecution and Year 11 school includes refusers and AP students.

PA is down overall comparatively with this time last year.

Up to this point in the year	2019-2020		2018-2019	
	PP	Non-PP	PP	Non-PP
7	94.11	95.61	96.86	97.98
8	93.48	94.11	95.75	94.96
9	92.72	90.50	90.62	95.92
10	86.51	94.29	87.56	92.58
11	89.48	92.69	92.48	96.58
School total	91.88	93.60	93.01	95.54

Currently, attendance is down compared to last academic year, however the attendance of the school as a whole has been hit by a large bout of illness.

Currently, in comparison with other students, the gap is smaller than it was last year.

Behaviour:**2019-2020 up to this point**

Year	Level 2 behaviours		Level 3 behaviours	
	PP	Non-PP	PP	Non-PP
7	58	22	13	2
8	126	64	57	10
9	118	45	35	15
10	78	12	24	2
11	65	73	14	12
School total	445	216	143	41

2018-2019 up to March 2019

Year	Level 2 behaviours		Level 3 behaviours	
	PP	Non-PP	PP	Non-PP
7	96	41	25	6
8	88	54	29	4
9	163	52	41	32
10	108	54	37	52
11	96	90	21	23
School total	551	291	153	117

Behaviour incidents have reduced for PP students compared to last year – both L2 and L3. This has resulted in a reduction in lost learning time.

Lexonic vocabulary intervention – Phase 1:

Pre Lex Age	Pre Raw Score	Post Lex Age	Post Raw Score	Pre Reading Age	Post Reading Age	Pre Standard Score	Post Standard Score	Reading Gain	Standard Score Gain
12.9	47	13	55	11.7	16.2	91	106	55	15
12.6	46	12.9	58	11.3	18.5	89	117	86	28
12.6	37	12.9	49	9	12.6	76	96	42	20
13.1	42	13.3	48	10.1	12.1	80	92	24	12
12.8	43	12.11	46	10.4	11.3	83	89	11	6
12.4	51	12.7	55	13.6	16.2	103	109	32	6
13	44	13.3	48	10.7	12.1	83	92	18	9
12.5	43	12.7	49	10.4	12.6	86	96	26	10
12.7	44	12.9	51	10.9	14.0	86	100	37	13

All students in Y8 that were involved in the 6 week intervention had an improved reading age following the programme.