

Pupil premium strategy / self- evaluation

1. Summary information					
School	Padgate Academy				
Academic Year	2019-20	Total PP budget	£219,061	Date of most recent PP Review	Jan 19
Total number of pupils	489	Number of pupils eligible for PP	244	Date for next internal review of this strategy	Nov 19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.51	0.008 (sisra collaboration data)
Progress 8 score low prior attainers	-0.358 (sisra SPI)	
Progress 8 score middle prior attainers	-0.596 (sisra SPI)	
Progress 8 score high prior attainers	-0.857 (sisra SPI)	
Attainment 8 score average	32.48	46.89 (sisra collaboration data)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	In-School attainment gaps on entry in English and mathematics
B.	Disadvantaged students often start at Padgate with lower aspirations than other students in the school
C.	Disadvantaged students often have lower literacy and numeracy levels on entry compared to other students
D.	Positive learning habits are not fully embedded, including home learning habits
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of disadvantaged students does not match that of other students in the school
E.	Parent support, expectations and engagement can be a barrier for a significant proportion of disadvantaged students
F.	Disadvantaged students at Padgate often have poor self-esteem and confidence

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Progress of pupil premium students to closely match rest of cohort in as many subjects as possible.	The Progress 8 score / Attainment 8 score for disadvantaged students, at least, matches or is improving towards that for other students nationally
B.	Literacy and numeracy levels of PP are at least in line with non-PP students	The actual reading age of disadvantaged students, at least, meets or exceeds their expected reading age
C.	PP attendance to improve and become closer to non-PP cohort and others nationally	The attendance of disadvantaged students, at least, is improving towards, or matches other students nationally
D.	PP students behaviour incidents improves and matches or is better than non-PP students	There is no significant difference between the number of 'L3' sanctions for disadvantaged students and others within the Academy

5. Planned expenditure

Academic year

2019-20

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

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? (Using EEF guide to implementation)	Staff lead	When will you review implementation?
Design and implement a bespoke CPD programme underpinned by development of all staff in the Academy to ensure Quality First Teaching	Quality of teaching and learning across the Academy and within departments improves. The Progress 8 score / Attainment 8 score for disadvantaged students, at least, matches or is improving towards that for other students nationally	Improving the quality of teaching for all students has a particularly positive effect on Pupil Premium students (EEF Guide to Pupil Premium. Strands included within the CPD programme include metacognition (+7 months) and is focussed around Direct Instruction which has been shown to be the most effect teaching approach, particularly for disadvantaged students (Project Follow Through 1997)	<ul style="list-style-type: none"> • 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 • Scaled up priority action plan has been formulated • Short/medium/long term outcomes have been set to ensure implementation 	ISY	Spring 2020 / summer 2020
Further embed assessment, feedback and response procedures to close gaps immediately for all students.	Quality of teaching and learning across the Academy and within departments improves. The Progress 8 score / Attainment 8 score for disadvantaged students, at least, matches or is improving towards that for other students nationally	The procedures identified draw on the following findings from the EEF toolkit: <ul style="list-style-type: none"> • Feedback (+8 months) • Metacognition (+7 months) 	<ul style="list-style-type: none"> • Trials have been run within key departments before rolling out whole school. • Departments have been able to modify to best meet their subjects • Reviewed every 6 weeks within departments, with improvements suggested 	ISY	Every 6 weeks

Costing:	£65,268
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ii. Targeted support

Action	Intended outcome	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>Learning coaches to provide targeted support students at risk of underachieving. Support includes; mentoring, self-study sessions, in-class support, homework support, parental engagement, self-esteem and aspiration work.</p>	<p>The Progress 8 score / Attainment 8 score for disadvantaged students, at least, matches or is improving towards that for other students nationally</p> <p>There is no significant difference between the number of 'L3' sanctions for disadvantaged students and others within the Academy</p> <p>Attendance for disadvantaged students, at least, matches or is improving towards 95%</p>	<p>The support provided draws on many of the findings from the EEF toolkit:</p> <ul style="list-style-type: none"> • Homework (+5 months) • Metacognition (+7 months) • Parental engagement (+3 months) • Small group work (+4 months) 	<p>Learning coach cohort has been identified using in school data and an action plan has been formulated. Short/medium- and long-term outcomes are measured and reviewed through regular mentoring meetings</p>	<p>WMO</p>	<p>Spring 2020 / summer 2020</p>

<p>Literacy intervention programme run and delivered to Year 7 and Year 8 students to close the gap with non-disadvantaged (Lexonic)</p>	<p>The actual reading age of disadvantaged students, at least, meets or exceeds their expected reading age</p>	<p>The programme delivered (Lexonic) draws on findings from the EEF toolkit:</p> <ul style="list-style-type: none"> • Small group tuition (+4 months) • Reading comprehension strategies (+6 months) • Oral language interventions (+5 months) <p>There is a focus on vocabulary as a particular focus on developing students' vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to the level of disadvantage.</p>	<p>Students have been targeted for the intervention based a pre-assessment (not simply all disadvantaged). Training has been provided with staff, with the plan formulated before being rolled out. Every 6 weeks the impact will be reviewed for each cohort of students.</p>	<p>WMO</p>	<p>Every 6 weeks</p>
<p>Numeracy/mathematics small group for targeted students.</p> <ul style="list-style-type: none"> • Small group withdrawal for targeted Year 7 and 8 students to close gaps • Small group tuition for students at risk of underachieving in mathematics in Year 11 – additional period 6 • Subject specialist targeted support in class, in addition to class teacher <p>(In addition to numeracy and literacy catch up sessions)</p>	<p>Progress in mathematics for disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school.</p> <p>The Progress 8 score / Attainment 8 score in mathematics for disadvantaged students, at least, matches or is improving towards that for other students nationally</p>	<p>Small group tuition has been shown to have an impact of +4 months.</p> <p>The rationale for this approach is to close the numeracy gaps within year 7, and also ensure Year 11 students receive targeted tuition.</p>	<p>Students for the intervention have been identified through their current attainment, and not solely simply being PP. Every 6 weeks the impact will be reviewed. Topics delivered will be informed by class teachers to ensure it addresses specific areas that need support.</p>	<p>WMO</p>	<p>Every 6 weeks</p>
<p>Costing:</p>		<p>£57,750</p>			
<p>iii. Other approaches</p>					
<p>Action</p>	<p>Intended outcome</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Rowing programme & Duke of Edinburgh run for targeted PP students</p>	<p>Improve aspiration, self-esteem, and build cultural capital</p>	<p>Many of our PP students do not have access to quality sports provision outside of the school community. Furthermore, this draws on findings from the EEF toolkit:</p> <ul style="list-style-type: none"> • Sports participation (+2 months) • Outdoor adventure learning (+4 months) 	<p>Students are identified for the programme through the following indicators:</p> <ul style="list-style-type: none"> • Low self esteem • Poor attendance • Lack of sports facilities 	<p>MTA / NPA / ASC</p>	<p>Spring 2020 / summer 2020</p>
<p>Weekly analysis of attendance of PP students with identified actions tracked. Additional rewards programmes for PP students</p>	<p>The attendance of disadvantaged students, at least, is improving towards, or matches other students nationally</p> <p>There is no discernible gap between our PP and Non-PP cohorts.</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step to ensuring student progress. If pupils are missing school, they simply cannot make sufficient progress. This will remain a top priority every year. Our PP students currently have significantly poorer attendance than non-PP</p>	<p>In addition to whole school attendance procedures, learning coaches review attendance and offer reward programme, and attendance for PP students is analysed weekly by SLT PP lead</p>	<p>WMO</p>	<p>Spring 2020 / summer 2020</p>
<p>Homework strategy to ensure that all homework and revision is completed to the same standard and expectation as Non-PP students</p> <ul style="list-style-type: none"> • 15 minute per subject per day • Revision technique sessions & assemblies • Homework club • Learning coach study sessions – one to one support 	<p>All homework and revision are completed to the same standard and expectation as Non-PP students</p>	<p>Poorer pupils in England get less help with their homework than their better off classmates, according to new analysis of the OECD's PISA survey published by the Sutton Trust. Just half (50%) of the most disadvantaged 15-year olds said their parents regularly helped with their homework, compared to 68% of their better-off classmates.</p> <p>From EEF toolkit:</p> <ul style="list-style-type: none"> • Homework (+5 months) • Metacognition (+7 months) 	<p>Homework to be recorded in planners. Form tutors and SLT will check these on a weekly basis and encourage our disadvantaged students. Failure to complete homework will be recorded on SIMS so early interventions can take place. All staff reminded regularly about the importance of setting meaningful homework to support learning in the classroom.</p>	<p>ISY</p>	<p>Spring 2020 / summer 2020</p>
<p>Costing:</p>		<p>£5000</p>			

6. Additional detail - Additional uses of the Pupil Premium funding are:

Middle leader responsible for transition from KS2 to KS3 to support a smooth and successful transition. Includes outreach work. As transition between key stages is a risk point for vulnerable students.

(50% of salary)

SLT lead responsible for overview of PP students to ensure a co-ordinated approach and a whole school approach can raise attainment of PP students (EEF)

(50% of salary)

SLT lead responsible for Quality of Teaching – as improving quality of education for all impacts PP students significantly (EEF)

(50% of salary)

The PP strategy has been formulated with reference to the EEF Guide to The Pupil Premium. As such, the strategy outlines the key priorities within each category (quality teaching, targeted academic support and removing barriers to progress). Therefore, this strategy does not outline all the work and actions to improve the Quality of Education for all disadvantaged students, rather the areas identified that will have the most impact.