



Nine Maidens AP Academy

Pupil Premium Strategy 2017 - 2018

1. Summary Information					
Name of School	Nine Maidens APA				
Academic Year	2017-18	Total PP Budget	15689	Date of most recent PP review	Sep 17
Total number of students	74 on roll (43 eligible for PP)			Date of next PP review	Sep 18

Entered for 5+ GCSE or Equiv (DFE)	22%
Entered for 5+ GCSE or Equiv (Any qualification)	67%
5+ A* - C (9 to 4 En Ma)	0%
5+ A* - C with En Ma 9 to 4	0%
5+ A* - G, 9 to 1 (DFE)	22%
5+ A* - G, 9 to 1	33%
1+ A* - G, 9 to 1	67%
A pass in any qualification	94%
En 9 to 4	7%
Ma 9 to 4	0%
Sci A*-C	0%
En 9 to 1	72%
Of those entered	93%
Ma 9 to 1	44%
Of those entered	62%
Sci A* - G	33%
Of those entered	100%
En Avg points (adjusted to new scale)	2.1



Ma Avg points (adjusted to new scale)	0.9
Sci Avg points (adjusted to new scale)	2.5
En and Ma L1	56%
En and Ma L2	0%
Pass in any qualification	94%
Avg points (adjusted to new scale)	6.2
Avg points for all achievements (adjusted to new scale)	10

2. Barriers to Achievement	Outcomes
Internal Barriers (issues to be addressed in school eg poor literacy skills)	
<p>A. Increased provision to support this vulnerable group of young people.</p> <p>B. Lack of engagement and acceptance of gaps in knowledge - learner resilience and readiness for learning</p>	<ul style="list-style-type: none"> SLT overseeing Teaching and Learning provision and progress across all key stages and 'Universal offer' lessons. Whole approach to Pupil Premium Action plan together addressing additional needs across the curriculum – impact monitored by SLT. SLT monitor through learning walks and monitoring the impact of the student support programme – individualised provision. 'Ring fence' an HLTA (Secondary) and Assistant TA (Primary) to continue to deliver be-spoke student support programme for PP and PP+ students in daily 1:1 support, in addition to their lessons, focus on English and Maths gaps in knowledge; to develop learner resilience and appropriate behaviour for learning and confidence. Baseline and assessment system in place. Monitoring by SLT to ensure PP and PP+ are making the expected progress in all subject areas. Termly pupil progress meetings carried out by the SLT and staff to identify groups or individuals progress



External Barriers (issues which also require action outside school e.g. attendance)	Outcomes
C. Attendance – current PP attendance is 90.2% above MAT and close to the national average at 91.2%	<ul style="list-style-type: none"> Use of a Family Support Manager to conduct initial phone calls, then home visits in order to ascertain why the student is failing to attend and produce a plan to re-engage in line with our Attendance strategy.

NB. – We consider all of our pupils to be eligible for pupil premium spending even if the paperwork doesn't support this – hence all students obtain the support that pupil premium dictates.

3. Planned Expenditure					
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	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?
Continue Student Support Programme across the school (KS1 to KS4)		To increase the reading/spelling/writing confidence and resilience of our pupils. Giving our young people the skills, confidence and	Targeted Student Support scheme providing reading, spelling, writing, resilience and readiness for learning support as a 1:1 intervention. Analysis of attainment/progress outcomes via baseline and academic termly data.	SLT; HLTA; English lead	Half termly



		willingness to read aloud and for fun.			
To provide additional support to our young people, based on need		Giving this vulnerable group an opportunity to develop their English and Maths skills on a 1:1 basis.	'Ring fence' a HLTA & assistant TA to ensure that a be-spoke student support programme is introduced to support this group of young people. PP and PP+ students have the opportunity daily 1:1 support, in addition to their lessons. £29956	SLT; HLTA – English lead	Half termly initially.
Use of school SIP to objectively analyse and evaluate offer and provide support/guidance.		SIP support has been of enormous benefit as ongoing in further development	Ensuring clear identified areas to be discussed during SIP time. £900	JS	Once a term.
Total Budgeted Cost					£30856
ii. Targeted Support					
Desired Outcome	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?
Improved rates of progress for in Reading and Spelling for all PP students	Provision of Student Support Programme scheme for all pupils	Targeted development of key skills to support the PP group across the school.	This will form part of the School Development plan. Organise the timetable to ensure staff delivering have adequate time to prepare, record and evaluate. Staff to liaise with the pupils receiving the 1:1 support intervention.	SLT & staff	Re- Establish for Sept 2017 Review half termly initially
Improved rates of progress for in English for all PP students	Staff support for intervention pupils in English to be introduced	Develop pupils English skills in other subjects and giving pupils an opportunity to write for longer periods of time.	Regular marking ensures appropriate feedback for pupils to make progress. This will be evaluated to identify themes and best practice by SLT.	SLT & staff	Monitoring timeline shared in Autumn 2017.



	across the curriculum from September 2017.		Time given to staff meeting to review Marking Policy approach staff on the quality of marking and feedback necessary to develop English across the curriculum.		
Total Budgeted Cost					

iii. Other Approaches					
Desired Outcome	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?
Improved rates of progress in reading/spelling for all CiC students	Develop Student Support scheme for all CiC pupils. PP+ funding to be used [where appropriate through the EPEP bidding system to CiCESS] 1:1 Daily sessions timetabled	Targeted development of key skills to support the CiC group daily.	This will form part of the School Development plan. HLTA organises timetable to ensure delivery, prepare, record and evaluate. HLTA to liaise with the carers of pupils receiving the 1:1 support intervention. This 'long term' intervention to be documented on a PEPs and shared with CiCESS, social workers and other appropriate agencies.	SLT; HLTA	Review half termly initially
Meet the targets as identified in a pupil's EHC plan.	IEPs reviewed termly Bespoke 1:1 support for pupils who have been allocated an EHC plan.	Targeted development of key skills bespoke to individual pupils	This will form part of the SEN School Development plan. Review EHCP objectives, set targets. Key staff to liaise with the parent/carers of pupils receiving the intervention.	SLT; staff	Review half termly initially
Total Budgeted Cost					



4. Review of Expenditure 16-17 – Total cost £35455				
i. Quality of Teaching for all				
Desired Outcome	Action/Approach	Estimated impact Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
Targeted bespoke support for vulnerable group.		Yes, and this will be enhanced during the next academic year.	This is to be continued this year with a HLTA and assistant TA ring faced to deliver a student support 1:1 programme, assistant TA to cover Primary	£33445
Teachers continue to develop Dyslexia School Status – high quality teaching and learning		Yes – SEND students better supported	Review IDFS standards; develop IT availability (tablets for pupils)	
Use of our SIP to objectively analyse offer and provide support/guidance.		Whole school support has impacted upon all aspects of School life.	Y	£1350
Teachers use planning effectively to help pupils learn well. Teachers feedback in line with Marking policy and pupils use this feedback to discuss and develop improvements.		Half termly planning review – looking at differentiation and meeting pupils needs. (focus on SEN+) Review as part of Teaching and Learning Timeline shared with staff – teaching and learning walks, observations, book moderations, 1:1 staff discussions (based on target pupils - concerns and SEN+) and performance management targets –	ongoing	0



All staff develop pupils' reading, writing and emotional and social communication skills across the curriculum.	looking at pupil outcomes. [Focusing on pupil commitment to improving their work, responses to marking and dialogue with teaching staff.] Thrive baseline assessments, individual and group action plans where appropriate and progress reviews	Interaction of Family support manager and family support assistant with Home Action Plans to support families		
The school continues to provide accurate and up to date information to parents / carers and relevant stakeholders.	Information to be shared with parents half termly. For CiC information to be shared at half termly PEP meetings or reviews as best practice.	Newsletter, T2P communication daily with weekly behaviour report, parent meetings and with FSM support.	0	
PPSG continue to work alongside SLT to review teaching and learning progress, practice and development.	PPSG is an opportunity to review whole school effectiveness and effect robust and comprehensive evaluation of the school each half term.	ongoing	0	
ii. Targeted Support				
Desired Outcome	Action/Approach	Estimated impact Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
Student Support Programme		It has proven to promote positive, trusted relationships, pupil wellbeing, access to learning (resilience and behaviours) and development of social-emotional support strategies/activities.	Ongoing with Thrive Practitioner and online assessment	
Creative curriculum – outdoor learning		Facilitating positive experiences with off site activities, both on and off site.	Ensure staff have confidence/support in offsite behaviour management to enable positive engagement.	£660 - HRCST



Impact Statement

- Our attendance rate remains consistent 94.63% in 2015-16 to currently (2016-17) 90.2%