

## Pupil Premium Review 2016-2017 (DSL V E-ACT Academy)

1. Summary information					
<b>School</b>	Danetre and Southbrook Learning Village (DSL V)				
<b>Academic Year</b>	2016 - 2017	<b>Total PP budget</b>	£398,350 including 5 LAC @ £1900 per student	<b>Date of most recent PP Review</b>	06/10/15
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	Term 2 in the Academic Year 2017 - 2018
<b>Secondary:</b>	840	<b>Secondary:</b>	241 @ £935 per child		
<b>Primary:</b>	360	<b>Primary:</b>	125 @ £1320 per child		
2. Current attainment					
Academic Year 2016 - 2017	Students eligible for PP (our school)		Non-PP (our school)		
<b>Year 1 Phonics</b>	47%		69%		
<b>KS1 Achieved % Reading</b>	75%		68%		
<b>KS1 Achieved % Maths</b>	83%		68%		
<b>KS1 Achieved % Writing</b>	83%		68%		
<b>KS2 Achieved % Reading</b>	28%		46%		
<b>KS2 Achieved % Maths</b>	56%		71%		
<b>KS2 Achieved % Writing</b>	72%		67%		
<b>KS2 Achieved % EGPS</b>	64%		63%		
<b>KS2 Achieved % RWM</b>	28%		46%		
<b>VA Score Reading</b>	-5.42		-2.57		
<b>VA Score Writing</b>	1.65		-0.58		

<b>VA Score Maths</b>	-2.61	-1.04
<b>% achieving 5A* - C incl. EM (or equivalent)</b>	35.1%	49.4%
<b>KS4 English A* - C (or equivalent)</b>	67.7%	71.6%
<b>KS4 English Progress 8 score</b>	-0.65	-0.28
<b>KS4 Maths A* - C (or equivalent)</b>	37.8%	55.6%
<b>KS4 Maths Progress 8 score</b>	-0.87	-0.58
<b>Progress 8 score average</b>	-0.68	-0.28
<b>Attainment 8 score average</b>	33.7	41

### 3. Review of expenditure

Previous Academic Year      2016 - 2017

#### i. Quality of teaching for all

<b>Desired outcome (<i>success criteria</i>)</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
B. Improve rates of progress across KS2 in maths. <i>(Pupils eligible for PP identified make better progress than 'other' pupils)</i>	<ul style="list-style-type: none"> <li>• CPD for TAs once a week</li> <li>• Small group/one-to-one provision</li> <li>• Use of PP voucher</li> <li>• Holiday revision</li> </ul>	<p>In class intervention by additional TA in lessons with targeted students and small group provision (4 groups) allowed gaps in knowledge to be filled. This was seen by question level analysis from mock papers in December and March and also improvement in outcomes between the two mock tests. 28% of cohort have positive progress scores, compared to the negative overall figure.</p> <p><b>Success Criteria:</b> Partially Met</p>	<p>Small group intervention demonstrated impact on student outcomes. However, identification of students needs to take place at the end of Year 5 so that resources can be allocated prior to the summer holidays and groups in place for September.</p> <p>Question level analysis highlights gaps in learning, this must be used throughout the primary phase to enable precision teaching and in turn CPD for staff as required.</p>

		<p>PP voucher used to ensure that all Year 6 PP students had revision resources (including booklets, text books). These resources were used during lessons and after-school interventions to ensure that when the students took the resources home they were able to access the material fully.</p> <p><b>Success Criteria:</b> Partially Met</p>	<p>Continue to provide revision resources for students as these proved invaluable and student feedback indicates the positive impact they had on home learning. Early parent meeting to be put in place to introduce revision resources and how parents can support.</p> <p>Holiday sessions demonstrated impact on the children that attended. However, attendance at sessions was disappointing and even with phone calls to remind parents, attendance was low.</p>
<p>C. Higher rates of progress across KS3 for high attaining pupils eligible for PP (85% or above are on track for 4 levels of progress by the end of KS4).</p>	<ul style="list-style-type: none"> <li>• CPD on Growth Mindsets</li> <li>• Accelerated reader</li> <li>• Registration time tuition</li> <li>• Additional intervention teacher in English and Maths</li> <li>• PP voucher scheme</li> </ul>	<p>On track data indicated that high ability PP students in KS3 are significantly above other students, with over 80% above age related expectations in English and Maths.</p> <p><b>Success Criteria:</b> Maths – Met English within 2% of target</p> <p>Large proportion of students attended registration intervention sessions in English and Maths and this impacted on 90% of cohort making progress seen in termly assessments.</p> <p><b>Success Criteria:</b> Met</p> <p>In class intervention by additional intervention maths tutor acting as a TA in lessons or working with small groups of students allowed gaps in knowledge to be filled and in turn higher levels of progress to be made by PP students (87% making</p>	<p>Engagement in registration intervention sessions was dependent on the experience of the teacher. This will be taken into consideration when completing this type of intervention in the new academic year. In addition to this the purchase of revision materials to be used as part of homework to be introduced at KS3 (as seen in KS2 and KS4).</p> <p>Continue to monitor the performance of TA/LSA in classroom to share good practice and provide targeted CPD to identified members of staff. Review the impact of classroom support as part of academy data review cycles.</p> <p>Staff expectations and administration of Accelerated reader reading tests needs to be reviewed and monitored to ensure that students understand the relevance and importance of what they are doing.</p>

		<p>better than expected progress – moving up on academy flightpath).</p> <p><b>Success Criteria:</b> Met</p> <p>Introduction of accelerated reader led to an increase in social reading amongst PP students with monitoring showing them reading at a level that is challenging. However, data indicates not all students improved reading ages across the academic year.</p> <p><b>Success Criteria:</b> Partially Met</p>	<p>Language of Growth Mindsets not embedded by all members of staff to develop consistent vocab across the academy. This needs re-visiting in 2017 to ensure that staff model talk in lessons and around the academy.</p>
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>A. Improve oral language skills for pupils eligible for PP in EYFS/KS1 (75% PP meet age related expectations)</p>	<ul style="list-style-type: none"> <li>• Small classes</li> <li>• Small group tutoring</li> <li>• One-to-one tuition</li> <li>• Breakfast/After school Club</li> <li>• Primary reading study club</li> <li>• Training for TAs</li> </ul>	<p>As a result of CPD in oral communication and small classes (including 1:1 tuition), results in KS1 have significantly improved with PP students outperforming others in reading (+7%), maths (+15%) and writing (+15%). In EYFS 75% of all students made GLD.</p> <p><b>Success Criteria:</b> Met</p> <p>Nurture breakfast in KS1 had impact on the settling of children in the morning to ensure that they were able to access learning quickly and remained focused until lunch. Targeted children attended</p>	<p>Due to the introduction of universal free school meals many of our PP families do not register for free school meals and therefore the accurate identification of PP students in EYFS does not take place. However, as an academy we provide support in class for students from known PP families.</p> <p>TA forums took place weekly. However, due to significant children requiring 1:1 support some staff were unable to attend frequently. Therefore, plans in place to ensure that all staff have access to CPD.</p>

		nurture lunch to refocus for the afternoon. Less behaviour reported (in time-out logs) as a result. <b>Success Criteria:</b> Met	
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iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
D. Behavioural issues addressed ( <i>reduce the number of PP exclusions to in line with 'other' students</i> )	<ul style="list-style-type: none"> <li>• Pastoral support team</li> <li>• Welfare team</li> <li>• Education Psychologist consultancy</li> <li>• PP voucher scheme</li> <li>• Rewards</li> </ul>	<p>Reduction in the number of exclusions, across all year groups with no permanent exclusions. However, PP students still receive greater number of behaviour points/exclusions compared to others (60%). Also, a small number of PP students were repeat offenders and had an impact on overall figures.</p> <p><b>Success Criteria:</b> Partially Met</p> <p>Voucher scheme used to ensure that all PP students had the access to enrichment activities including trips for all subject areas (100% of PP students within Year 6 attended residential, 80% of secondary PP students attended one educational visit). Behaviour on trips is exceptional by all students (positive feedback received from centres visited) and poorly behaved students worked hard to improve their behaviour prior to being allowed to participate.</p> <p><b>Success Criteria:</b> Met</p> <p>Rewards used throughout the academic year helped students to associate positive</p>	<p>Tracking of behaviour points and in particular removal from lessons by SLT needs to be tracked more robustly to ensure repeat offenders are intervened with. This will help to see where PP students are making the wrong choices and target pastoral intervention via student support base. Greater tracking will enable increased communication and ensure that trigger situations are less frequent.</p> <p>Monitoring of groups that PP students are placed into to ensure that quality first teaching is in place. Evaluation shows that where students receive 'good' teaching behaviour incidents are reduced.</p> <p>The voucher scheme was very successful for PP students, especially in Year 6 and 11, but needs to be used more proactively by teaching staff to ensure all year groups across the academy make good use of it.</p> <p>Clear structure for rewards need to be implemented to ensure that there is consistency across all phases and teachers in what students are rewarded for.</p>

		<p>behaviour with a positive consequence. Success cards and celebration assemblies allowed students across all years to be rewarded and celebrated for their attitude, behaviour and academic achievements. Rewards worked particularly well for Year 6 and 11 PP students in encouraging them to attend afterschool and weekend revision sessions and extra-curricular activities.</p> <p><b>Success Criteria:</b> Partially Met</p> <p>PP students not only received recognition and reward within the academy, but also both individual winners at the National E-ACT celebration event were PP.</p> <p><b>Success Criteria:</b> Met</p>	
<p>E. Increase attendance rates for PP (<i>Reduce the attendance gap between PP and 'other' students to below 5%</i>).</p>	<ul style="list-style-type: none"> <li>• Pastoral support team</li> <li>• Welfare team</li> <li>• Attendance rewards</li> <li>• Specific Assistant Headteacher responsible for attendance</li> </ul>	<p>Attendance figures for PP students have improved across the academy, both in the primary and secondary phases, over the last academic year. PP attendance in secondary has risen to 90.3% compared to non PP which is 94.6% (4.6% gap). In primary, PP attendance is 95.1% compared to non PP which is 95.5% (0.4% gap).</p> <p>The use of rewards and competitions across phases and year groups has helped to raise the profile of attendance and show students the importance of being in school. However, although PP attendance figures have</p>	<p>Lack of capacity within the welfare team has meant that the early targeting of students regarding the attendance was unable to consistently take place.</p> <p>Continue with rewards program for attendance as this had a very positive impact (including the increased focus by all staff on individual student's attendance across the academy).</p>

		<p>improved they are still below those of non PP students and in the secondary phase below the national expectation.  <b>Success Criteria:</b> Partially Met</p> <p>Phone calls, letters, text messages home and use of social media have helped to increase the number of parents attending parents evening to over 75%. However, the number of PP students is still lower than the number on non PP students.  <b>Success Criteria:</b> Partially Met</p> <p>Close liaison between welfare and pastoral teams ensured that CP issues were addressed to enable students to focus on academic studies and improved attendance.  <b>Success Criteria:</b> Met</p>	
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