

## Pupil premium strategy statement (DSL V E- Act academy)

1. Summary information					
<b>School</b>	<b>Danetre and Southbrook Learning Village</b>				
<b>Academic Year</b>	2016-17	<b>Total PP budget</b>	<b>£398,350 including 5 LAC @ £1900 per student</b>	<b>Date of most recent PP Review</b>	6/10/15
<b>Total number of pupils: Secondary: Primary:</b>	<b>840 360</b>	<b>Number of pupils eligible for PP Secondary Primary</b>	<b>238 @ £935 per child 126 @ £1320 per child</b>	<b>Date for next PP Strategy Review</b>	November 2016

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
<b>A.</b>	Ofsted reported low communication skills in Reception which slows reading progress in subsequent years
<b>B.</b>	PP children are making less progress than Non PP in maths across Yr3 and Yr5- current Yr 4 and Yr 6 2015-2016
<b>C.</b>	In KS3 High ability students are making less progress than others. This prevents sustained high achievement through KS4
<b>D.</b>	Behaviour issues for a small group of current Year 1 PP= 15 children Year 5= 26 ,Year 7=34 and Year 9=55 pupils is having detrimental effect on their academic progress and that of their peers
External barriers	
<b>E.</b>	Attendance rates for pupils eligible for PP are 90.7% (below the target for all children of 95%) Non PP attendance 94.3. This reduces their school
<b>F.</b>	Engagement of Parent support

3. Outcomes		Success criteria
A.	Improve oral language skills for pupils eligible for PP in Reception/ Year 1 class	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improve rates of progress across KS2 in maths	Pupils eligible for PP identified make as much progress as 'other' pupils, across Key Stage 2 in maths, measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Higher rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place initial interventions, monitored by heads of departments (HOD) and senior team.- cycle of intervention
D.	Behavioural issues addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards
E.	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 82% to 95% in line with 'other' pupils.
F.	Increased attendance of parents at parent evenings and Intervention sessions	Increase attendance of parents to Parent evenings and intervention sessions to 90% attendance.

#### 4. Planned expenditure

Academic Year

2016-2017

The three headings below enable our school to demonstrate how we 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	Chosen 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?
C. Higher rates of progress across KS3 for high attaining pupils eligible for PP.	CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach.  Accelerated Reader was shown to have a positive impact in an independent evaluation.	HOD to oversee resources and scheme development with KS3 lead for English and SENCO.	Head of English	October, March and June 17
C. Higher rates of progress across KS3 for high attaining pupils eligible for PP.	CPD On using growth mind set ( Jackie Beere) For all staff to develop communication and feedback between staff and students	Carol Dweck research has found that students' mindsets—how they perceive their abilities—played a key role in their motivation and achievement, and if students' mindsets were changed, their achievement improved	Observation of staff using LEW, student questionnaires Student forum and Student Voice Scrutinise planning and discussions with teacher during LEW to note differentiation and Challenge	SQ	October PP review was cancelled due to HMI visit,  March and June 17

B. Improve rates of progress across KS2 in maths	Use of active folders, Pupil progress meetings cycle and intervention meetings to review and ensure correct identification of under achieving PP students and decide on a selection of appropriate intervention strategies CPD for Support staff in Reasoning, pictorial representation and mastery	Feedback studies tend to show very high effects on learning. Feedback has effects on all types of learning across all age groups.	Observation of staff through LEW. Thorough tracking of students through the intervention cycle.	SQ/ SH	October, March and June 17
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improve oral language skills for pupils eligible for PP in Reception/ Year 1	<i>Students in EYFS and Yr1 receive small group using Talk for writing I can Early Talks programme and early talk 10 weeks' intervention</i> for children with poor oral language skills Comprehension, Homework, Spelling, Guided reading programme. Training of TAs	Studies undertaken by the EEF All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).	KS1 phase leader and AVP primary carry out observations of staff implementing intervention, using LEW. Monitoring and Tracking progress of pupils	SQ	April and July 2017

B. Improve rates of progress across KS2 in maths	Identified students receive 1:1 and small group provision with teacher and support staff CPD of TAs after school Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly. Period 7	EEF research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. This is if TAs work in structured settings with high quality support and training.	Observations through LEW. Rigorous tracking of children following the intervention cycle plan	SQ	October, March and June 17
C. Higher rates of progress across KS3 for high attaining pupils eligible for PP.					

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A.B.C.D.E.F.	Voucher system to ensure PP students have access to resources and educational visits	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional month progress	Rigorous tracking of children. Student questionnaires Improved attendance rates and improved behaviour logs	SQ/ Welfare team	Termly

D. Behavioural issues addressed	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use welfare team to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards SMART rewards through form tutors, leading to raised achievement points.	Head of Year and phase leaders	Jun 17
E. Increased attendance rates for pupils eligible for PP	Welfare team monitor pupils and follow up quickly on trancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of Welfare team about existing absence issues. PP coordinator, welfare, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with attendance coordinator Letters about attendance follow up.	Welfare team HOY and Phase leaders	Jan 17

<p>F. Increased attendance of parents at parent evenings and Intervention sessions</p>	<p>Using text message prompts to improve parental engagement and pupil attainment Texting parents about homework and absenteeism Parents become more engaged in their child's learning</p>	<p>The EEF Toolkit suggests that engaging parents in their child's learning by texting them about upcoming tests or homework deadlines can boost secondary school pupils' math's results by the equivalent of an extra month in the classroom, according to the results of a new trial published by the Education Endowment Foundation (EEF)</p>	<p>Ensure all parents have appointment for parent consultations and remind with texts Half termly meetings with HOD/Phase Parent questionnaire.</p>	<p>HOD</p>	<p>Half termly</p>
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Pupil Premium Allocation Academic Year 2016-2017

Financial year	Amount of Pupil Premium funding
2013-14	£338 339
2014-15	£435 002
2015-16	£422 784
2016-17	£398,350

Percentage of FSM students	2014-15			2015-16			2016-17		
	No.	Unit	Total	No.	Unit	Total	No.	Unit	Total
No. of primary FSM students eligible for the Pupil Premium	153	@ £130 0	£198,900	14 5	@ 1320	£191,40 0	126	@ 1320	£166,38 0
No. of secondary FSM students eligible for the Pupil Premium	265	@ £935	£247,775	25 7	@ 935	£240,29 5	238	@ 935	£222,53 0
No. of looked after students eligible for the Pupil Premium	7	@ 1900	£13,300	6	@ 1900	£11,400	5	@ 1900	£9500
No. of service children eligible for the Pupil Premium	0	@ 300	£0			0			£398,35 0

SPENDING OF ALLOCATION ACADEMIC YEAR 2015-2016	Projected Spend	
Accelerate progress in English and Maths (R,W,M)	Primary	Secondary
CPD for staff on specific intervention strategies		£4000
Smaller Classes /Small group tutoring/1:1 tuition (primary)	£120 500	£90 689
Accelerated Reader		£3 500
Holiday support sessions	£10, 000	£20 000
Breakfast/After-School Study Club	£2000	£2000
Primary reading/study club/Year R Reading/EAL	£20 600	
TA Support in the classroom (Primary)	£27 337	
<b>Sub Total</b>	<b>£182 437</b>	<b>£118 189</b>
<b>Increase attendance</b>		
Parent Support Advisor/Pastoral Support Team (2x£17,161-£19,125 pro rata per annum)	£17 161	£19 125
Welfare team		£35 870
Educational Psychologist Consultancy (Primary/Secondary)	£2 000	£2 000
Attendance rewards	£700	£868
<b>Sub Total</b>		<b>£77 724</b>
<b>Improve aspirations/expectations</b>		
Enrichment programme- voucher (support for revision guides, equipment, trips,)	£8750£5000	£23800£10 000
Careers Advice		£3 000
Ambassadors/Prefects (Badges/Ties/Rewards)		£2 000
<b>Sub Total</b>	<b>£5000</b>	<b>£15 000</b>
<b>Overall Total</b>		<b>£398,350</b>