



## Pupil Premium Strategy Statement 2017-2018 DSLV E-ACT Academy

1. Summary information					
<b>School</b>	Danetre and Southbrook Learning Village (DSLVL)				
<b>Academic Year</b>	2017 - 2018	<b>Total PP budget</b>	£418,770 in addition 8 LAC @ £1900 per student	<b>Date of most recent external 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>	679	<b>Secondary:</b>	223 @ £935 per child		
<b>Primary:</b>	315	<b>Primary:</b>	93 @ £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



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

**3. Barriers to future attainment (for pupils eligible for PP)**

**In-school barriers**

1.	Identification of students eligible for PP
2.	Low Communication skills, including reading, writing and oral communication, on entry to Primary and Secondary
3.	High ability students are making less progress than others. This prevents sustained high achievement through key stages.
4.	Behaviour issues across the academy resulting in detrimental effects on their academic progress and that of peers.
5.	Identification of students who require support during exams and assessments so they achieve their potential.

**External barriers**

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6.	Attendance rates for pupils eligible for PP are 90.7% (below the target for all pupils of 95%). Non PP attendance 94.3%. This reduces their school hours and causes them to fall behind.	
7.	Low aspirations	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Improve reading ability across the primary phase and lower KS3 so that PP students are working at age related expectations.	Pupils eligible for PP in Years R to 9 have a reading age in line with actual age. Where students are identified as working more than 3 months below actual age intervention demonstrates closing of the gap. Students identified earlier where additional access arrangements are required. Progress across all subjects is in line with other students as PP students are able access exam content due to improved reading ability.
<b>B.</b>	Improve rates of progress across all key stages in maths.	Pupils eligible for PP identified make better progress than 'other' pupils, across all key stages in maths, measured in both teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
<b>C.</b>	Higher rates of progress across all key stages for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining on entry make as much progress as 'other' pupils identified as high attaining, across all key stages, 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.
<b>D.</b>	Behavioural issues addressed to reduce fixed term exclusions for PP students.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards) and reduction of the number of repeat offences. Reduction in fixed term exclusions so that PP are in line with non-PP.
<b>E.</b>	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 to 96% in line with 'other' pupils.

### 5. Planned expenditure

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<b>Academic year</b>	2017 – 2018					
<b>i. Quality of teaching for all</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>	<b>Cost</b>
A.	Develop use Accelerated Reader to challenge more-able students to encourage wider reading. Monitor the effectiveness of questioning techniques to follow up text reviews – review the bank of specific resources to use for follow-up to assess the components of language. Appoint a TLR holder to monitor administration of reading tests to ensure that prompt intervention takes place with reading recovery members of staff.	<p>Components of language identified as an area of weakness from moderation and schools in the English network have successfully trialled this approach.</p> <p>Accelerated Reader was shown to have a positive impact in an independent evaluation.</p>	Reading lead to oversee resources and scheme development with KS2 and KS3 lead for English and SENCO.	Reading Lead	October 17 March and June 18	AR Licence £2,577

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A.	Implement E-ACT reading strategy and appoint a reading recovery teacher to delivery targeted intervention across primary phase.	Small group/1:1 support was seen to have impact in 2016-2017 on reading ages of targeted students.	Reading lead to oversee resources and scheme development with KS2 and KS3 lead for English and SENCO	Reading Lead/SQ	October 17 March and June 18	Reading Recovery Teacher x2 (1 primary, 1 secondary) £80,000
B.	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.	Early identification of students allows greater time for targeted intervention. Challenging conversations can take place to raise profile of PP students. Prior attainment is taken into consideration.	QA cycle in place. Regular meetings between middle and senior leaders to increase accountability. Standardised formats across the academy.	SH/KMB	October 17, March and June 18	PP Lead (5% of salary) £3,231
B.	Use of PUMA in the primary phase to identify gaps in learning. Use of question level analysis in secondary.	Feedback studies tend to show very high effects on learning. National standardised tests.	Thorough tracking of students through the intervention cycle.	SH/KMB	October 17, March and June 18	National standardised testing resources £2,346

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C.	Review groupings for all PP students across the secondary phase to ensure that they are challenged in lessons based on prior attainment and not current attainment/attitude.	Previous analysis has shown that a high percentage of PP students are in lower challenged groups and therefore are not extended within lessons.	Link meetings with middle leaders following data cycle.	SH/KMB	October 17, March and June 18	
C.	<p>Increase tailored careers advice and options guidance to ensure that higher ability PP students are aspiring for future goals.</p> <p>Investigate National Careers Service – Inspiration Agenda to develop career links, interview techniques etc.</p>	<p>Analysis has indicated that PP students do not opt for KS4 options that will allow them to access appropriate further education. Smaller number of PP students go on to university than non PP.</p>	<p>Careers lead to meet with Deputy Headteacher to develop options process and one-to-one mentoring to be put in place for PP students.</p>	Careers Lead/SH	November 2017 and March 2018	<p>External 1:1 careers interview £2,500</p> <p>National Careers Service £2,500</p>

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A. B. C.	Develop study skills programme of study across KS4 to ensure that PP students are able to access resources provided by all department areas.	Results analysis, 2016-2017, has indicated that PP students (in particular higher ability) have made less progress than others across many subject areas. Analysis has indicated that students have been provided with resources to revise, but are unable to successfully use them.	KS4 intervention lead to devise study skills programme. Tracking of homework and intervention sessions. Robust evaluation of impact termly.	KS4 intervention lead/SH	As per progress check cycle	Revision guides (£7.50 each - £45 per KS4 student): £3,600
<b>Total budgeted cost</b>						£96,754
<b>ii. Targeted support</b>						

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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?	Cost
A.	<p>1:1 and small group phonics intervention in the infants phase.</p> <p>CPD support for primary staff and parent workshops.</p>	<p>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).</p>	<p>KS1 phase leader carry out observations of staff implementing intervention, using LEW.</p> <p>Monitoring and Tracking progress of pupils</p>	SQ	April and July 2018	Phonics lead £14,428



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A.	Embed the following recently introduced programmes: Spelling Guided reading Handwriting	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 carry out observations of staff implementing intervention, using LEW.  Monitoring and Tracking progress of pupils	SQ	April and July 2018	
B. & C.	Identified students receive 1:1 and small group provision with teacher and support staff.	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	KMB/SH	October 17, March and June 18	<p>SENCO Yr 7 &amp; 8 Eng/ Ma Intervention £9,215</p> <p>HLTA support in primary £6,669</p> <p>Intervention teacher (summer term) cover £8,225</p>

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B. & C.	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly.	EEF research on small group settings shows a consistent impact on attainment of approximately three to four months' progress.	Observations through LEW. Rigorous tracking of children following the intervention cycle plan	IG/KMB/SH	October 17, March and June 18	
A. B. & C.	<p>CPD for staff for early identification of children who require support in order to access the assessments.</p> <p>Process the access arrangements and providing support in class (TA/LSA) to meet the needs of the students</p>	<p>The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for candidates.</p> <p>Making Reasonable Adjustments in the classroom setting throughout EYFS KS1/2 and KS3 is good practice and enables students to develop skills they will need for End of year progress and KS4 examinations.</p>	Observations and LEW throughout the academy. Data analysis to show gaps addressed during Pupil progress meetings with phase leaders and Heads of year	AC/SH/ BW	As per assessment calendar	<p>Training resources £250</p> <p>Assistant SENCO (25%) £12,500</p> <p>SEN/Exams admin support (30 hours) £600</p> <p><b>10 x Reader/Scribe for GCSE exams (hours) £4,486</b></p>
<b>Total budgeted cost</b>						<b>£56,373</b>

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iii. Other approaches						
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?	Cost
A.B.C.D.E.	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 months' progress.	Rigorous tracking of children (including detail of how vouchers are spent). Greater liaison with subject areas to ensure proactive use of voucher.  Improved attendance rates and improved behaviour logs.	KMB	Termly	£32,550  Entry in to British Karting Championship (2 teams @ £186 per team): £372
A.B.C.D.E.	Review 'home learning' and develop use of CGP booklets for homework in KS2-KS4, ensuring that	EEF research shows that on average the impact of homework on learning is	Student questionnaires  Increase in homework set and	KMB/ HoD	Termly	£10,000

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	students regularly review and apply learning.	consistently positive, leading to on average five months addition progress.	raising of expectations for PP students. Monitoring of HWK via QA cycle and department QL tracking indicates gaps in knowledge identified and reduced.			
D.	<p>Identify a targeted behaviour intervention for identified students.</p> <p>CPD for staff on Basic 8 behaviour system and restorative approaches.</p> <p>Introduction of Curriculum and Student support (four members of full time staff) to ensure alternative provision is put in place following exclusions (in secondary).</p> <p>Nurture provision in Primary with full time BSA</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of pupils is fair, transparent and properly recorded. Use welfare team (Parent Support Advisor) 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</p>	<p>Head of Year and phase leaders BW/JH</p>	<p>Termly</p>	<p>2 x student support staff @ £20,294 each: £40,588</p> <p>2 x curriculum support staff @£20,294 each: £40,588</p> <p>2 x BSA Primary @ <b>£18,001</b>: £36,002</p> <p>3 x TA (30% salary) for</p>

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	and nurture breakfast and lunch with TAs.		focus month of positive praise/effort cards SMART rewards through form tutors, leading to raised achievement points.			Nurture Breakfast/ Lunch £12,000
E.	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	Welfare team HOY and Phase leaders  JH	Monthly	2 x Parent Support Worker @ £21,279: £42,558

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			<p>timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with attendance coordinator.</p>			
D. E.	<p>Senior Welfare officer to provide consistent school link with targeted PP families to ensure that external factors to not impact on students learning in the classroom.</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p>	<p>Regular VM meetings.</p>	JG/BW/SQ	Weekly	<p>Senior Welfare Officer £34,985</p>

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F.	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	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' maths results by the equivalent of an extra month in the classroom, according to the results of a new trial published by the EEF.	Ensure all parents have appointment for parent consultations and remind with texts  Half termly meetings with HOD/Phase  Parent questionnaire.	HOD	Half termly	Catering for Parent Intervention Evenings £1,000
A. B. C.	Department/Phase intervention pot.	By using a bidding process staff take ownership of identifying barriers to learning, raising the profile of PP students across the academy.	Intervention bid template including justification for spend, proposed impact and targeted students. Monitoring as per PC cycle.	KMB	November 2017	£15,000
<b>Total budgeted cost</b>						£265,664
<b>TOTAL EXPENDITURE</b>						<b>£331,265</b>