Pupil Premium Strategy Statement

1. Summary information

School	Danetre & Southbrook Learning Village (DSLV)				
Academic Year	18/19	**Total PP budget**	£	**Date of most recent PP Review**	
Total number of pupils		**Number of pupils eligible for PP**		**Date for next internal review of this strategy**	Nov 18 Feb 19 Apr 19

2. Current attainment – To be completed in the Autumn Term once the results have been analysed

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average (17/18)		
English Progress 8 score average (17/18)		
Maths Progress 8 score average (17/18)		
Attainment 8 score average (17/18)		

3. Barriers to future attainment (for pupils eligible for PP) Section 3 is taken from last year's plan and will be adjusted following this year's results

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

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 from ……….

4. Desired outcomes		Success criteria
A.	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.	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).
C.	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.
D.	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.

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 to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic Year	**2018/19**				
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	**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?**
18.1 Consistent high 'Quality First Teaching' leads to high quality provision to accelerate the progress of DAS day in, day out.	a) QFT for DAS Students promoted in Day to Day Lesson Essentials in Staff Planner b) Training Day Presentations and Sharing Good Practice briefings on the Positive Discrimination Hub c) Lesson planning and observation form adjusted to increase focus on DAS QFT	L&T Toolkit acclaim of metacognition and feedback Warwickshire Pupil Premium 2015 Research Report prioritising QFT as the most crucial aspect.	L&T Evaluation Schedule evidence in recording folders Termly learning walks focused on QFT & DAS Class Circuit learning walks by L&T Team Student Voice Survey		Termly report written by PP Co-ordinator on QFT for DAS
18.2 Teachers are fully aware of their Disadvantage Students and can apply QFT Strategies to accelerate progress.	a) Sharing Good Practice Briefings to look at the DAS cohort in each year group and the target group of underperformers for whom the QFT Strategies will be key. b) Active Folders adjusted to give greater emphasis on the strategies used for DAS	Teachers need to know who the Disadvantaged Students are and the particular target group to ensure they apply strategies accordingly.	Learning Walks to sample staff accuracy in identifying DAS and targeted DAS Active folders for each class		Learning Walk in each term.

	Total budgeted cost	Staff CPL & Intervention Time £30,000

ii. Targeted support

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?
18.3 New Support Hub provision provides a wealth of academic and pastoral support for DAS SEND and DAS SEMH	a) Redeploy the Sixth Form Area into a Support Hub b) Appoint a SEMH Coordinator to coordinate provision for students with Social, Emotional and Mental Health challenges c) supported by existing Curriculum Support Team d) Resource the two main SEMH and SEND Rooms plus the Chill Out Room, Individual Study Rooms and existing kitchen/diner.	Disproportionate amount of SEND and SEMH are DAS 2017 Prog8 -1.11 for SEND SEND students more than twice as likely to be excluded.	Line managed by Deputy Head and Regional Team Learning Walks Lesson Observations Parent & Student Voice Activities Attendance, Behaviour and Progress Data Analysed half termly		First Month Review Half Termly after that at data checkpoints
18.4 A selected group of Y11 DAS accelerate their progress.	a) Create a new and extra Y11 Tutor Group for Targeted DAS to ensure they receive plentiful Tutor guidance, support and have	L&T Toolkit's emphasis on guidance, feedback and metacognition. This small group will make this all possible.	Data Analysis of the Progress being made by the tutor group at Data Collection points.		At each data collection point at ultimately with August 2019 Results.

	all the resources they need to succeed.		Student Focus Group		
18.5 The progress of Disadvantaged Boys will rise and the achievement gap to Disadvantaged Girls decline.	a) Analyse summer data for the latest gender difference in the PP cohort b) Create a RBA Working Group to produce a Raising Boys Achievement Policy c) Create a Friday Night/Saturday Morning Club for Targeted Students d) Use Sixth Formers, leavers and business people as positive male role models e) Identified rewards to boost motivation to achieve PPE Targets f) Promote Show My Homework for better quality home learning/revision tasks g) Evening Revision Clubs and Breakfast Clubs h) Focus on high attaining boys for particular intervention i) Investigate inviting Gary Wilson back into school to talk to boys and parents about achievement.	The strategies are based around the acclaimed work of Gary Wilson, the long established educational guru on raising boys' achievement.	a) Data manipulated by SISRA Analytics b) Working Group established in December to have new policy approved and promoted in the Spring. c) Keep a register of attendees and conduct a student focus group. Monitor the performance of attendees at data collection points. d) & e) Student Voice Activity f) See 18.17 g) Register and Student Voice h) See 18.7 i) Student & Parent Voice Activity		At each data collection point for all years.

18.6 Disadvantaged Students display positive behaviour for learning to accelerate progress: The percentage of fixed term exclusions issued to DAS fall to below 35% Less than 35% of internal exclusions) are attributed to DAS	a) Study Internal and Exclusion data on DAS Students and create a target group b) Work with Pastoral Teams and Support Hub on individual plans for targeted students. c) Existing BSA team employ effective support work in Primary Nurture Room and new Secondary Support Hub	Previous exclusion data would indicate a real need for DAS behaviour for learning to improve as they are significantly more likely to be excluded.	Ensure the target group are created and all have individual plans. Monitor the number of On Calls and FTEs.		Termly Report on Exclusions and On Calls
18.7 Increasingly high expectations and challenge of DAS high attainers leads to improved progress	a) Analyse individual DAS Performance for High Attainers to establish Target Group of underperformers and Target Subjects b) Send Staff list of High Attainer DAS and list of ideas for Stretch and Challenge c) Subsidise DAS on Y11 High Attainers weekend residential	Data has shown a trend less progress made by HA DAS	Monitor the progress of HA DAS sub-cohort Conduct a learning walk of HA DAS and follow up with Student Voice Activity to gain qualitative and quantitative data.		Track progress of sub-cohort at each data collection point for all years.
18.8 DAS achievement improves because of increasing attendance and reduced persistent absence:	a) During Half Termly attendance meetings, ensure DV Students are fast tracked to the intervention associated with the wave above. This ensures early intervention of this vulnerable group	"There is a clear link between poor attendance at school and lower academic achievement" Charlie Taylor's 2012 Report for the DFE on 'Improving Attendance at School'.	Half Termly Meetings with HOY and Senior Attendance Officer which then leads into a review meeting with Attendance Lead and regional team.		Data Analysis each half term to monitor impact.

DAS Persistent Absence falls below 10%.	b) Analyse last year's attendance data and create a target list of DAS students at risk of being classed as a Persistent Absentee this year. Create an individual action plan and target. c) Appoint a Senior Attendance Officer and Family Liaison Officer with an extended responsibility for PP working in partnership with two Family Support Workers				
18.9 Raise the progress of DAS students in Mathematics and English	a) English and Maths Performance analysed in each year group to establish target group b) Y11 Fast-tracking to Intervention in am registration and twilight sessions c) Learning walks organised to focus on the provision for Disadvantaged Students to bring consistently high QFT d) Y7-10 Intervention in lessons and through study support. e) Opportunities Fund accessed to ensure students have all the resources they need. f) Use PP to ensure Maths/English staffing is	2017 FFT Results Analysis identifies negative Progress 8 in the Basics (-0.5)	Fortnightly line management meetings Fortnightly Core Achievement Meetings established Monitor usage of Opportunities Fund		Analyse DAS Maths/English progress at each data collection point.

	generous in terms of teachers and intervention tutors				
18.10 Improve the progress of DAS Students in Targeted Subjects. Residual league table concerns (Analyse Summer 2018 Results to identify departments)	a) Each department targeted compiles an action plan of how they intend to raise the performance of disadvantaged students containing: • Analysis of current progress • Identification of a target group • Fast-tracking plans to intervention strategies • Plans to access Opportunities Funding b) Keep all departments up to date with current progress with DAS in comparison to other departments c) Individual meetings with HODs in departments towards the bottom of the league table.	Looking at 'Residual' performance in SISRA Analytics identifies the departments that are our least successful in terms of DAS Achievement in 2018.	Identify that appropriate action plans are in place in the Autumn Term.		Monitor at each data collection point.

18.11 Utilise the Heads of Year to provide exemplary Pastoral Care and co-ordinate strategies for a target group of DAS students in their year group.	a) Provide HOY with data on the progress of disadvantaged students in their year group at each data collection point including a league table of individual performance and a target group of concerns. b) HOY coordinate an action plan for each individual in the target group including meetings with parents, use of the opportunities fund and liaison with departments. c) Mentoring Plan created to include SLT, HOH, HOY and Business Mentors.	HOY need to know who the Disadvantaged Students are and the particular target group to ensure they apply strategies accordingly.	Check action plans for each targeted individual to ensure appropriate support.		Progress of DAS and Target Group analysed at each data collection point.
18.12 Evidence of rise in reading age of low ability DAS in Primary School	a) Implement E-ACT reading strategy and appoint a reading recovery teacher to delivery targeted intervention across primary phase. b) Employ Reading Recovery Teacher	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		Each Term
18.14 Phonics Scores rise significantly in the Infant Phase	a) Employ Phonics Lead for 1:1 and small group phonics intervention in the infants phase. Role extended to identify other	Studies undertaken by the EEF. All pupils appear to benefit from oral language interventions, but some	KS1 phase leader carry out observations of staff implementing intervention, using LEW.		April and July 2019

	literacy areas for development such as dyslexia. b) CPD support for primary staff and parent workshops.	studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).	Monitoring and Tracking progress of pupils		
18.15 Intervention Programme in Primary Sector accelerates learning	a) Appoint HLTA b) 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		October 18, March and June 19

Total budgeted cost	New SEND/SEMH Support Hub: £77,500 (DFE Bid)
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	- IT £15,000
	- Furniture, Redecoration, Equipment & Curriculum Resources £4,500
	<mark>Half of Existing Curriculum Support Staff £24,000</mark> Additional Tutor Group £3,000 Gary Wilson Training £1,000 Half of BSA Team £45,000 Half of the Welfare Officers £45,000
	High Attainers Trip £500
	Additional <mark>Secondary English & Maths Staffing £60,000</mark> Reading Recovery Teacher Phonics Lead £15,000 HLTA PT Support £7,000
	Sub Total

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?
18.11 Effective deployment of the Opportunities Fund is evidenced through exam success, accelerated progress, attendance/behaviour data and case studies that show the academic/pastoral benefits gained by this personalised provision.	a) The PP Teacher/TA Request Form is placed in the Staff Handbook and digitally on the portal, along with instructions to allow easy access to the Opportunities Fund for Staff. This form will be promoted on Training Days and Sharing Good Practice Briefings b) The PP Parent Request form is posted to all PP Students twice a year to encourage requests for bespoke funding c) HOY to utilise Opportunities Fund to access funding for target group. d) HOD especially in targeted subjects to proactively use the Opportunities Fund to support DAS achievement. e) Finance Office to monitor use of Opportunities Fund by Department and HOY	Progress by DAS Success by proactive department Anecdotal case studies of students receiving bespoke financial support (e.g. Swimming lessons for the non-swimmer who lives on a barge)	All requests from parents, carers, teachers and the pastoral team come through PP Coordinator for approval. Senior Finance Assistant maintains funding record on each DAS and by each department		Individual funding compared to progress league table at every data collection point.

18.12 Free School Breakfasts help ensure that more students have the nutrition and hydration needed for an effective day's learning	a) Budget for Free School Breakfasts extended to secondary after success of Primary School provision b) FSB advertised to all parents in the Autumn Term to encourage take up c) Termly monitoring of usage	The claim that breakfast is the most important meal of the day has an abundance of sound science behind it. A brief compiled by the Food Research and Action Centre (FRAC) outlines the **correlation between breakfast and school performance** among children, based on numerous research findings. The findings include how eating, and not eating, breakfast affects academics, brain function, and overall wellness. Children who do not eat breakfast at home or at school were less able to learn.	Termly monitoring of usage.		Each Term.
18.13 Home Learning Club opens three nights a week to	a) TA and Librarian Support available on Tuesdays, Wednesdays b) Register analysed termly	Register of attendance shows which DAS access this club.	Termly twilight learning walk Register monitoring for DAS attendance		Termly Report on effectiveness and the number of DAS benefitting

provide valued TA and ICT support.		Student Voice activities show its value.	Student Voice activity.		
18.14 Late Buses allow DAS to access intervention classes, Home Learning Club and a vast array of ECA clubs.	a) Late Buses provided three times a week from 5pm to serve rural catchment	Transport costs and work patterns are potentially a huge issue for	Spot survey once a term on users.		Termly report on usage stats.
18.15 The promotion of high aspirations and AIG leading to no DAS NEET students and self-motivated students.	a) Y7 DAS fast tracked to early career interviews to stimulate ideas and motivation towards their studies b) Y10 & 11 DAS Students fast tracked to careers advice c) Former DAS students supported through the Sixth Form and onto a positive destination through the Bursary Scheme and positive discrimination d) Fast track DAS students to position/roles of responsibility (peer mentors, academic mentors, year council, social area prefect, house sports captain, etc.) e) The Passport/Character Education results of DV Students	David Allison, managing director of GetMyFirstJob, "If you don't communicate about a profession effectively with young people, they will never want to do it…Why would a 16-year-old suddenly wake up, having never met an accountant, and want to be an accountant?" DAS students typically lack confidence and career aspiration. Effective IAG can transform their motivation in school by giving their education and end purpose.	A sample observations of Careers Interviews. Positive Destination Figures for DAS Monitoring Y11 DAS retention rates into the Sixth Form Passport/Character Education Support for targeted DAS		Fortnightly Meetings between PP Coordinator and Careers Advisor Careers Action Plan with termly progress checks. Termly DAS Report from Careers Advisor

	in the KS3 Character Award and the KS4 Employability Challenge analysed to ensure students are receiving the correct support to boost their skills which will bring success and allow them to develop their potential f) Y8 DAS students are supported to make guided option choices which will facilitate future progression routes and high levels of achievement				
18.16 Show My Homework allows DAS students to consistently produce good quality home learning through improved communication and organisation	a) SMHW launched in September 2018 b) DAS students part of Autumn Term survey c) SMHW training in Training Days and good practice shared in briefings. d) KS2-5 Home Learning Resources developed	+5 Months rating from the Learning and Teaching Toolkit 93% improvement in student organisation following SMHW St James Catholic School 92% Parental Satisfaction Barlow RC High School	Termly usage reports provided by SMHW Student, Parent and Teacher Satisfaction Surveys		End of Autumn Term and End of first year.
18.17 Identification of a clear method of using the revised SISRA Analytics EAP Data Analysis System	a) SLT discussion on KS3 Achievement and progress tracking to agree common method of monitoring progress.	KS3 The Wasted Years identified a lack of challenge, progress monitoring and effective early intervention.	System agreed by October 2018		Data tracked from data collection point to point to show progress and effectiveness of intervention for younger DAS

to effectively monitor progress in Y7	b) Data effectively shared to target intervention and resources to tackle underperforming DAS students in Y7 c) Progress Data tracked through KS3		Y7 and Y8 DAS data analysed after each data collection point Target group identified and interventions specified		
	Total budgeted cost				
			£30,000 **Free School Breakfasts £15,000** **After School Transport** **Careers Advisor** <mark>**£10,000**</mark> **£1,500** **Home Learning Resources £15,000** **Sub Total - £78,500**		
			Grand Total – **£439,500**		