

Pupil Premium Review 2017-2018 (DSL V E-ACT Academy)

School	Danetre and Southbrook Learning Village (DSL V)				
Academic Year	2017 - 2018	Total PP budget	£352, 633	Date of most recent PP Review	Internal Review (term 2) 2017-2018
1. Current attainment					
Academic Year 2017-2018	Pupils eligible for PP (our school)		Pupils not eligible for PP (national average)		
Progress 8 score average (17/18)	-0.92		0.07 (NA to follow)		
English Progress 8 score average (17/18)	-0.56		0.14 (NA to follow)		
Maths Progress 8 score average (17/18)	-0.61		0.19 (NA to follow)		
Attainment 8 score average (17/18)	28.59		4.51 (NA to follow)		
KS2 Achieved % Reading	70%		83%		
KS2 Achieved % Maths	61%		83%		
KS2 Achieved % Writing	65%		78%		
KS2 Achieved % RWM	52%		67%		
KS1 Reading Value Added	-4.8		-3.1		
KS1 Maths Value Added	-5.6		-5.7		
KS1 Reading and Maths Value Added	-5.2		-4.4		
Attendance	90.8%		94.9%		
FTE					

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. of intervention.	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
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.

2. Review of expenditure

i. Quality of teaching for all

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)
A.	<ul style="list-style-type: none"> • Accelerated Reader. • Reading Recovery teacher. • E-ACT reading strategy. • Targeted intervention. • Study skills Programme. 		<p>Small group intervention demonstrated impact on student outcomes in the primary phase. However, identification of students needs to take place earlier in order to have greater impact. Focus must also be on quality first teaching to ensure that common misconceptions are rectified.</p> <p>Question level analysis highlights gaps in learning, this must be used throughout all phases to enable precision teaching and in turn CPD for staff as required.</p> <p>Study skills programme to be reviewed and then implemented as part of the tutor time framework in secondary phase to ensure that continual recall of knowledge is embedded early.</p>
B.	<ul style="list-style-type: none"> • Active Folders. • Pupil Progress Meetings. • Intervention Cycle. 		

	<ul style="list-style-type: none"> • PUMA tests in the primary phase. • Question level analysis. 		
C.	<ul style="list-style-type: none"> • Review groupings for all PP students • Tailored careers advice and options guidance. 		
ii. Targeted support			
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)
A, B and C.	<ul style="list-style-type: none"> • Small classes • Small group tutoring • One-to-one tuition • Breakfast/ Afterschool Club. 	<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 nurture lunch to refocus for the afternoon. Less behaviour reported (in time-out logs) as a result.</p> <p>Success Criteria: Met</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>

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.	<ul style="list-style-type: none"> • Pastoral support team • Welfare team • Education Psychologist consultancy • PP voucher scheme • Rewards 	<p>PP students still receive greater number of behaviour points/exclusions compared to others. Also, a small number of PP students were repeat offenders and had an impact on overall figures.</p> <p>Success Criteria: Not Met</p> <p>Voucher scheme used to ensure that all PP students had the access to enrichment activities including trips. 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>Success Criteria: Met</p> <p>Rewards used throughout the academic year helped students to associate positive 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.</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 – focus for 2018-2019 on quality first teaching.</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 – this will be replaced by the opportunities fund in 2018-2019.</p> <p>Clear structure for rewards need to be implemented to ensure that there is consistency across all phases and teachers in what</p>

		<p>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>Success Criteria: 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>Success Criteria: Met</p>	<p>students are rewarded for – relaunch of house points and positive behaviour strategy.</p>
E.	<ul style="list-style-type: none"> • Pastoral support team • Welfare team • Attendance rewards • Specific Assistant Headteacher responsible for attendance 	<p>PP attendance in secondary was 89.3% compared to non PP which is 94.9% (5.6% gap). In primary, PP attendance is 93.8% compared to non PP which is 95% (1.2% 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, PP attendance figures are still below those of non PP students and in the secondary phase below the national expectation.</p> <p>Success Criteria: Partially Met</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>Particular focus groups for 2018-2019 need to be Year 2 and Year 10 as these were the areas where PP attendance was lowest.</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.</p> <p>Success Criteria: Met</p>	
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