



Pupil Premium Strategy

Document template to outline use and expected impact of the funding for 2020-2021

E-ACT requires all academies to publish their Pupil Premium Strategy on their own academy webpage.

The academy's Pupil Premium Strategy must set out the following:

- the amount of pupil premium money
- the main barriers to educational achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- the date of the academies' next review of the strategy.

DSLVS Pupil Premium Strategy: 2020-2021

1) Barriers to educational achievement

Please explain below the precise barriers to learning. This may or example include: spelling ages, reading ages, those below -9 months reading age, those 12 month below their chronological age, no place for children to work at home or lack of time if they are carers at home, those pupils who are pupil premium who are most able but who are only attaining at expected levels rather than greater depth, barriers related to attendance and persistent absence.

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| i. | Low Communication skills, including reading, writing and oral communication, on entry to Secondary |
| ii. | Lack of core mathematical skills on entry to secondary |
| iii. | Attendance rates for pupils eligible for PP are below the target for all pupils of 96%. This reduces their school hours and causes them to fall behind |
| iv. | Disengagement and behavioural issues of a small cohort of pupils is having a detrimental effect on their academic progress (linked to SEMH) |
| v. | No place at home to complete homework and lack of resources (equipment) |
| vi. | Low aspirations and lower parental engagement |
| vii. | Limited life experiences for the disadvantaged cohort |

Pupil Premium Strategy (primary) 2020-2021

2) Summary information					
Academy	DSLV (Primary)				
Academic Year	2020-21	Total PP budget	£38600	Date of most recent PP Review	July 2020
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	December 2020

3) Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

4) Desired outcomes		
Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>
i.	<p><u>Low Communication skills, including reading, writing and oral communication, on entry to Secondary</u></p> <p>More rapid progress in literacy skills for pupils in every year group who are eligible for Pupil Premium funding. This includes a faster development in reading age throughout the academic year.</p>	<p>Pupils eligible for Pupil Premium will make progress at a faster rate than non-Pupil Premium pupils. This will be evidenced using the Literacy Assessment online reading assessments/Salford Tests (with reading age comparisons in relation to chronological age) and Key Stage 2 outcomes. The aim is to achieve a minimum of +5 months that is suggested by the EEF.</p>

ii.	<p><u>Lack of core mathematical skills on entry to secondary</u> More rapid progress in gaining core skills in number to be fully prepared for secondary expectations and in line with peer group</p>	<p>Pupils eligible for Pupil premium will make progress at a faster rate than other children. This will be evidenced through improved Key Stage 1 and 2 outcomes.</p>
iii.	<p><u>Attendance rates for pupils eligible for PP are below the target for all pupils of 96%. This reduction in their school hours causes them to fall behind and become increasingly disadvantage in comparison to other children.</u> Improvement in the attendance figure of the schools Pupil Premium cohort and a reduction in PA will support greater continuity and progress.</p>	<p>Decrease in PA for Pupil Premium pupils to below the National Average (for others). Increasing trend in attendance for PP pupils to over 96%. Improved engagement in lessons and greater confidence seen through pupil surveys.</p>
iv.	<p><u>Disengagement and behavioral issues of a small cohort of pupils is having a detrimental effect on their academic progress (linked to SEMH)</u> Improved attitude to learning of Pupil premium pupils and a reduction in removal from lessons across all subject areas leading to reduction in gaps in knowledge across the curriculum.</p>	<p>Reduction in behavioral consequences/detention for PP children Initiation of parental workshops supporting SEMH issues and increasing attendance for those identified. Improved engagement in lessons and greater confidence seen through pupil surveys.</p>
v.	<p><u>No place at home to complete homework and lack of resources (equipment)</u> Pupil Premium pupils have access to the same facilities and resources as non-Pupil Premium counterparts.</p>	<p>Pupils arrive at school ready to learn. Home learning is completed by 100% of pupil premium pupils. Support for equipment is taken up by staff and parents through the opportunities fund.</p>
vi.	<p><u>Low aspirations, lower parental engagement and limited life experiences</u> More Pupil Premium parental engagement in school events such as parents evening, workshops, stay and play, reading afternoons and information evenings. Improved lines of communication between school and home.</p>	<p>Increased attendance % of Pupil Premium parents to key events. Over 75% attendance of Pupil Premium parents at parents' evenings and other events. Increased uptake in extracurricular clubs, additional learning opportunities in and beyond the curriculum.</p>

5) Planned expenditure					
Academic year	2020-2021				
Barrier					
i. Low Communication skills, including reading, writing and oral communication, on entry to Secondary					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Targeted reading intervention.	<p>In Year 6 all DPs have access to Lexia 5 times a week during the non-core teaching time.</p> <p>Pupils have additional access at home launched to parents through 1:1 consultation at the start of the autumn term.</p> <p>For the remainder of KS2, targeted DPs also receive Lexia support at least 3 times a week. (£5,558)</p>	<p>The EEF suggests successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>£ 2222 +6 Months impact: Reading Comprehension Strategies</p> <p>£ £ £ 2222 +3 Months impact: Parental Engagement</p> <p>£ 2222 +8 Months impact: Feedback</p>	<p>Tracking in place - this is reviewed weekly with 1:1 follow up activities completed to maintain progress.</p> <p>Designated LSA coordinating the programme with training delivered to those involved.</p>	<p>3 weekly report to class teachers.</p> <p>End of term pupil progress meetings</p>	CB/RT
Targeted teaching of literacy	<p>In year 6 class size to be significantly reduced for focused QFT in reading and writing according to attainment.</p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>£ £ £ 2222 +3 Months impact: reducing class size</p> <p>£ £ £ 2222 +3 Months impact: within class attainment grouping</p>	<p>Regular monitoring and robust tracking of assessment data</p>	<p>3 weekly review meetings</p>	JC/MP
Targeted early communication and language intervention	<p>In EYFS/Year 1 (due to catch up) all children assessed in communication and language</p>	<p>Children with better language skills are expected to have better literacy skills</p> <p>£ +6 Months impact: Communication and</p>	<p>Initial baseline assessments completed by SENDCo in Autumn term</p>	<p>Termly</p>	JB/RT

	using Chataway programme. Ongoing, regular intervention to improve vocabulary and understanding to achieve ARE prior to entry in KS1 (£106)	language approaches	SENDCo to oversee implementation of intervention by trained LSA		
Oral language intervention	Qualified Speech therapist to deliver intervention to identified PP pupils (£1,650)	Oral language and verbal interaction are fundamentally important in the classroom and for the basis of all learning. ££££ +5 Months impact: Oral language	Initial baseline assessments. Clear entry and exit criteria for intervention. SENDCo to oversee implementation.	Half termly	JB/RT
Phonics/Talk for Writing CPD for primary staff to ensure QFT and parent workshops.	CPD support for primary staff to further develop QFT. Parent workshops to develop knowledge of school systems enabling improved support at home. Phonics - Read, Write Inc. (£1,040) Talk for Writing (£2,550) Workshops (£629)	The EEF suggests successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. £ +6 Months impact: Reading Comprehension Strategies £ £ £ +3 Months impact: Parental Engagement £ +4 Months impact: Phonics	Regular monitoring. Attendance at CPD. Visits to outstanding provision. Calendared workshops scheduled in Autumn Term with resources issued to parents.	End of term pupil progress meetings Termly monitoring. Scheduled ongoing CPD for staff.	MP
Targeted teaching of mastery curriculum	1:1/small group tuition linked to class learning (costing below) Use of PIXL Primary to identify and support the effective tuition of identified pupils (costing below)	Intensive individual/small group support explicitly linked to class learning can impact progress by up to 5 months if completed regularly. ££££ +5 Months impact: Tuition	Regular monitoring of delivery of 6 week programme Attendance at CPD to support delivery Liaison with class teachers to provide direction and make links	End of term pupil progress meetings Termly monitoring. Scheduled ongoing CPD for staff.	MP/SC
Total budgeted cost					£11,533

ii. Lack of core mathematical skills on entry to secondary					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
QFT of mastery approach to mathematics	Embedding of CanDo maths programme with appropriate CPD to develop teachers knowledge and understanding and eliminate misconceptions through the use of specialist consultants (£2,500)	Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other. It also seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test) ££ +5 Months impact: Maths	Regular monitoring. Attendance at CPD. Visits to outstanding provision.	End of term pupil progress meetings Termly monitoring. Scheduled ongoing CPD for staff.	Maths Lead
Targeted teaching of mastery curriculum	1:1/small group tuition linked to class learning (£10,800) Use of PIXL Primary to identify and support the effective tuition of identified pupils (£2,700)	Intensive individual/small group support explicitly linked to class learning can impact progress by up to 5 months if completed regularly. ££££ +5 Months impact: Tuition	Regular monitoring of delivery Attendance at CPD to support delivery Liaison with class teachers to provide direction and make links	End of term pupil progress meetings Termly monitoring. Scheduled ongoing CPD for staff.	MP/SC
Total budgeted cost					£16,000
iii. Attendance rates for pupils eligible for PP are below the target for all pupils of 96%.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
DP achievement improves because of increasing attendance and reduced PA. DP Attendance	During Half Termly attendance meetings, ensure DPs 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'.	Weekly meetings with welfare team to identify those at risk. Dedicated primary staff to implement the response	Weekly attendance data. Termly attendance review.	CB/LT

reaches 96% for the first time.	Analyse last year's attendance data and create a target list of DPs at risk of being classed as a Persistent Absentee this year. Create an individual action plan and target. Primary Welfare and Attendance with an extended responsibility for PP working target families. (% salary) Termly awards for attendance (£600)		stages to attendance issues or support plans to aid parents.		
Total budgeted cost					£600
iv. Disengagement and behavioral issues of a small cohort of pupils is having a detrimental effect on their academic progress (linked to SEMH)					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
Disadvantaged Pupils display positive behavior for learning to accelerate progress: Fixed Term Exclusions for PP pupils fall by a minimum of 40% both in terms of the number of exclusions and the days lost.	Targeted support of identified pupils. (% salary) SEMH interventions and resources for identified pupils (£100)	Previous exclusion data would indicate a real need for DP behavior for learning to improve as they are significantly more likely to be excluded.	Identified pupils have individual plans in place. Monitor FTEs.	Two weekly SEND meetings	RT
Utilise the welfare team to provide exemplary Pastoral Care and co-ordinate strategies for a target group of DPs in the	BSA (staffing) Facilitate parental workshops to support acquiring skills to support behavior management (£100)	Welfare team need to know who the Disadvantaged Pupils are and the particular target group to ensure they apply strategies accordingly.	Check action plans for each targeted individual to ensure appropriate support.		RT/CB/LT

primary phase.	Behaviour rewards (£600)				
Total budgeted cost					£800
v. No place at home to complete homework and lack of resources (equipment)					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Virtual platform for homework	Develop and embed a sustainable platform for all users to easily interact for home learning.	Due to the ever rising trend in digital technology a virtual platform will encourage pupil engagement and is an easy means for parents to monitor.	Staff training Parental workshops Weekly monitoring of completion	Every half term	
Resources to support learning at home	Revision guides CGP (£800)	The EEF suggests: £ 22 +2 Months impact: Homework (Primary)	Monitored weekly – is home learning handed in? Explicitly linked to class learning for consolidation of knowledge	Every half term	MP
Homework Intervention evening	After-school to support targeted pupils	Staff and resources available to support homework activities £ 22 +2 Months impact: Homework (Primary)	Attendance monitored	Every half term	SC/MP
Free School Breakfasts help ensure that more pupils have the nutrition and hydration needed for an effective day's learning	Provision of free breakfast to all disadvantaged children through daily morning bagels. National Schools Breakfast Programme continues until December 2020 but will then require ongoing costs. (£3,416.92 from January 2021)	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. EEF studies suggests at least +2 Months impact	Attendance monitored Open to all PP families with targeted invitations sent by welfare team	Termly monitoring of usage.	JC/CB/LT

Total budgeted cost					£4,216.92
vi. Low aspirations, lower parental engagement and limited life experiences					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
Ensure the promotion of the outcomes and entitlement of Disadvantaged pupils are integral to all aspects of Life at DSLV	Re-alignment of leadership structures for the Disadvantaged pupils to ensure clear 'champion' across the Leadership Team. Coffee mornings organised to increase the interaction between home and school. Time will also be used to ensure that families are 'applying' for FSM. (% salary)	EEF – Feedback to DP and parents will be improved via more face-to-face interactions +3 Months impact – Parental involvement	Half termly improvement towards a July 2020. Aim is to have a positive progress score for each year group, absences broadly in line with national average (5%). Fixed term exclusions moving towards national average (% of pupils receiving 1 or more FTE national non-DP is 3.9%). Surveys display improved attitudes to learning over time. Ensure there is a clear strategy for pupil premium understood by all adults within the school that can be clearly articulated.	Ongoing	PP Champion
Effective deployment of the Opportunities Fund is evidenced through exam success, accelerated progress, attendance/behavior data and case studies that show the	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	Anecdotal case studies of pupils receiving bespoke financial support	All requests from parents, carers, teachers and the pastoral team come through PP Lead for approval. PP Lead maintains funding record on each DP	Every half term	PP Champion

academic/ pastoral benefits gained by this personalised provision.	Practice Briefings The PP Parent Request form is posted to all PP Pupils twice a year to encourage requests for bespoke funding. Phase Leaders/Subject Leads to proactively use the Opportunities Fund to support DPs achievement. PP Lead to monitor use of Opportunities Fund by pupil (£5,450)				
Total budgeted cost					£5,450
Overall budgeted cost					£38600
6. Additional detail					
In this section you can annex or refer to additional information which you have used to inform the statement above.					

Pupil Premium Strategy (secondary) 2020-2021

1. Summary information					
School	DSL				
Academic Year	20-21	Total PP budget		Date of most recent PP Review	July 2020
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	December 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4+ English/Maths - Best of	CAG	CAG
% achieving 5+ English/Maths - best of	CAG	CAG
Progress 8 score average	CAG	CAG
Attainment 8 score average	CAG	CAG

3 Desired outcomes		
Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>
i.	<u>Low Communication skills, including reading, writing and oral communication, on entry to Secondary</u> More rapid progress in literacy for Year 7 pupils eligible for Pupil Premium funding. This includes a faster development in reading age throughout the academic year.	Pupils eligible for Pupil Premium will make progress at a faster rate than non-Pupil Premium pupils. This will be evidenced using the GL Assessment reading age and Accelerated Reader (with reading age comparisons in relation to chronological age). The aim is to achieve a minimum of +5 months that is suggested by the EEF.
ii.	<u>Lack of core mathematical skills on entry to secondary</u> More rapid progress in literacy for Year 7 pupils eligible for Pupil Premium funding. This includes a faster development numeracy skills throughout the academic year.	Pupils eligible for Pupil Premium will make progress at a faster rate than non-Pupil Premium pupils. This will be evidenced using GL assessment (PTM). The aim is to achieve a minimum of +5 months that is suggested by the EEF.
iii.	<u>Attendance rates for pupils eligible for PP are below the target for all pupils of 96%. This reduces their school hours and causes them to fall behind</u> Improve the attendance figure of the schools Pupil Premium cohort and reduce PA. Pupils attend timetabled lessons and do not fall behind, reducing disengagement and increasing confidence in learning.	
iv.	<u>Disengagement and behavioural issues of a small cohort of pupils is having a detrimental effect on their academic progress (linked to SEMH)</u> Improved attitude to learning of Pupil premium pupils and a reduction in removal from lessons across all subject areas leading to reduction in gaps in knowledge across the curriculum.	
v.	<u>No place at home to complete homework and lack of resources (equipment) - Pupil Premium pupils have access to the same facilities and resources as non-Pupil Premium counterparts.</u>	
vi.	<u>Low aspirations and lower parental engagement</u> More Pupil Premium parental engagement in school events such as parents evening and information evenings. Improved lines of communication between school and home.	Increased attendance % of Pupil Premium parents to key events. Over 70% attendance of Pupil Premium parents at parents evenings.
vii.	<u>Limited life experiences for the disadvantaged cohort</u>	

4 Planned expenditure					
Academic year	2020-2021				
Barrier					
i. Low Communication skills, including reading, writing and oral communication, on entry to Secondary.					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Support Hub provision provides a wealth of academic and pastoral support for DP SEND and DP SEMH	<p>Behaviour Support Assistants run SEMH Pupil Support Room, coordinating provision for pupils with Social, Emotional and Mental Health challenges (% HLTA SEMH salary)</p> <p>SENCO to lead provision on personalised curriculum plans to make education winnable supported by existing Curriculum Support Team. (% salary)</p> <p>Use of provision mapping software to align strategies for DP SEND and DP SEMH students</p> <p>Utilise LEXIA programme alongside Fresh Start to support students to develop literacy skills.</p>	<p>Disproportionate amount of SEND and SEMH are DP</p> <p>ADD DATA HERE</p> <p>The EEF suggests that small group tuition leads to moderate impact in comparison to those pupils who do not receive small group tuition.</p> <p>£ 🟡 🟡 🟡 🟡 +7 Months impact: Meta-cognition and Self-Regulation</p> <p>£ 🟡 🟡 🟡 🟡 +5 Months impact: Collaborative learning</p> <p>£ 🟡 🟡 🟡 🟡 +5 Months impact: Oral language intervention</p> <p>£ £ £ £ £ 🟡 🟡 🟡 +5 Months impact: Early years intervention</p> <p>£ £ £ 🟡 🟡 +4 Months impact: Small group tuition</p>	<p>Line managed by Deputy Head and Regional Team</p> <p>Learning Walks</p> <p>Lesson Observations</p> <p>Parent & Pupil Voice Activities</p> <p>Attendance, Behaviour and Progress Data against Targets analysed half termly.</p>	<p>First Month Review</p> <p>Reading Age Assessment in September and then 6 weekly</p> <p>Academy data capture every half term.</p>	<p>BM</p> <p>JB</p>
Whole academy literacy strategy	Following literacy assessment online tests, cohort with low reading ages identified to work with LSA during registration (%	The EEF suggests successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve	To follow in Literacy Action Plan	To follow in Literacy Action Plan.	JH/Librarian

	<p>salary)</p> <p>Reading Scheme (% Librarian salary)</p>	<p>activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>£ 🗿 🗿 🗿 🗿 +5 Months impact: Collaborative learning</p> <p>£ 🗿 🗿 🗿 🗿 +5 Months impact: Oral language intervention</p> <p>£ 🗿 🗿 🗿 🗿 +6 Months impact: Reading Comprehension Strategies</p> <p>£ 🗿 🗿 🗿 🗿 +5 Months impact: Peer Tutoring</p> <p>£ £ £ 🗿 🗿 🗿 +3 Months impact: Parental Engagement</p> <p>£ £ 🗿 🗿 +5 Months impact: Homework (Secondary)</p> <p>£ 🗿 🗿 🗿 +8 Months impact: Feedback</p> <p>£ 🗿 🗿 🗿 🗿 +7 Months impact: Metacognition and Self-Regulation</p>			
Total budgeted cost					£38,468 staffing costs
2) No place at home to complete homework and lack of resources					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Home Learning Club opens four nights a week to provide valued TA and ICT support.	Support available on Tuesdays, Wednesdays, Thursdays and Fridays (% salary)	The EEF suggests: £ £ 🗿 🗿 +5 Months impact: Homework (Secondary)	Termly twilight learning walk Register monitoring for DP attendance Pupil Voice activity.	Termly Report on effectiveness and the number of DP benefitting.	MF
Late Buses allow DPs to access intervention classes, Home Learning Club and a vast array of EC clubs.	Late Buses provided four times a week from 4.00pm to serve rural catchment (£5,000)	Transport costs and work patterns are potentially a huge issue for attendance The EEF suggests: £ £ 🗿 🗿 +5 Months impact: Homework	Spot survey once a term on users.		

		(Secondary)			
Show My Homework allows DPs to consistently produce good quality home learning through improved communication and organisation	DPs part of Autumn Term survey and guidance/support given to ensure they can access home learning. KS3-5 Home Learning Resources developed.	The EEF suggests: £ £ 27 +5 Months impact: Homework (Secondary)	Termly usage reports provided by SMHW. DP usage monitored regularly by PP Champion. Pupil, Parent and Teacher Satisfaction Surveys		RE
Stationery Packs provided	All DP students given a pencil case containing black pens, green pen, pencils, ruler, eraser, pencil sharpener, protractor and compass – topped up every term. (£600)				EDU
Free School Breakfasts help ensure that more pupils have the nutrition and hydration needed for an effective day's learning		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.			
Total budgeted cost					£5,600 (+£9,557 staffing costs)
3) High ability pupils are making less progress than others. This prevents sustained high achievement through key stages.					

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead
Consistent high 'Quality First Teaching' leads to high quality provision to accelerate the progress of DP day in, day out.	<p>QFT for DPs promoted in Day to Day Lesson Essentials in Staff Planner Training Day Presentations and Sharing Good Practice briefings on the Positive Discrimination Hub.</p> <p>Lesson planning and observation form adjusted to increase focus on DP QFT as part of QA schedule All DP marked in SIMS so that they appear in the intervention's column on every register.</p> <p>Mini teach to DP using visualisers during 'FAR' response time for pupils who have not secured the knowledge or skill. Analysis of QFT data to review to quality of teaching for each DP across all year groups. (£500)</p>	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 & DP Learning walks by SLT Patrol to focus on QFT & PP	<p>Termly report written by PP Co-ordinator on QFT for DP</p> <p>Half termly book scrutiny of DP cohort.</p>	MF
Coachbright Programme/University Outreach	<p>Coachbright programme for KS3 (£4,500) Coachbright programme for KS4 (£4,250 – cost split with Parker)</p>	"National data shows that too many of the most able students at state schools are still being let down by barriers that stand in the way of them benefiting from a wealth of opportunity afforded to the most advantaged. While schools are providing high academic standards, this is not enough for many pupils to	Through evaluations/student voice.	Regularly during the programme	JRW/EDU

		attain places at university. Attending university isn't just about having the right grades - young people need to develop their cultural capital, confidence, and learn resilience as a wider part of learning. At CoachBright, we want our pupils to become independent and resilient to ensure they'll thrive in higher education and beyond."			
Total budgeted cost					£9,250
4) Attendance rates for pupils eligible for PP are below the target for all pupils of 96% This reduces their school hours and causes them to fall behind.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
DP achievement improves because of increasing attendance and reduced persistent absence. DP Attendance reaches 94% for the first time. Gap closes between DP and non DP attendance.	During Half Termly attendance meetings, ensure DP are fast tracked to the intervention associated with the wave above. Capacity added at SLT and restructure so PP and attendance are lead by the same person within the academy – tying them closer together. (% EDU Salary) Analyse last year's attendance data and create a target list of DPs at risk of being classed as a Persistent Absentee this year. Create an individual action plan and target. Loyalty Card System/Rewards	"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.	EDU

	(£1,000)				
Total budgeted cost					£1,000 (+£41,991 staffing cost)
5) Low aspirations and lower parental engagement					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
Ensure the promotion of the outcomes and entitlement of Disadvantaged pupils are integral to all aspects of Life at DSLV	<p>Refocus the main role of Heads of Year to act as the Sub Pupil Premium Leads for their Year group. Therefore, each Pupil Premium child will be overseen by the Head of Year under the direction of the Leadership Lead for Pupil Premium (% HoY salary)</p> <p>Follow up phone calls and meetings for any DP families who fail to attend any key event (the purpose is to pass of key information but to also establish any barriers)</p>	<p>EEF – Feedback to DP and parents will be improved via more face-to-face interactions with mentor, Year Team leaders and Leadership Team lead within the new leadership structure.</p> <p>£ 222 +8 Months impact: Feedback</p> <p>£ £ 222 +3 Months impact: Parental Engagement</p>	<p><u>Success Criteria:</u></p> <p>Overarching aim. As a minimum to ensure that progress, attainment, attendance and exclusion rates of Disadvantaged pupils at least match non-DP national averages</p> <p>Half termly improvement towards a July 2020.</p> <p>Aim is to have a positive P8 score for each year group, absences broadly line with national average (5%). Fixed term exclusions moving towards national average (% of pupils receiving 1 or more FTE national non-DP is 3.9%).</p> <p>Surveys display</p>		SH

			<p>improved attitudes to learning over time.</p> <p>Ensure there is a clear strategy for pupil premium understood by all adults within the school that can be clearly articulated.</p> <p><u>Monitoring:</u> Half termly analysis provided to stakeholders.</p>		
360 passports and Mentoring	<p>PASS tests completed with PP cohort twice during the academic year (£1,200)</p> <p>Creation of an individual review/plan for every catch-up funding pupil in the academy. Plan will include prior attainment, attendance/punctuality, behaviour, strengths and barriers to learning and turbulence factors. (% salary)</p> <p>The 360 profiles will provide class teachers with contextual information and action plans from form tutors/mentors.</p> <p>The 360 profiles will be updates mid-termly and shared on the one drive for ease of access.</p> <p>Mentoring will be a graduated 3</p>	<p>The rationale behind the 360 profiles is to provide all stakeholders with a 360 picture of each pupil's learning barriers and external turbulence factors. Staff will then be able to plan and differentiate specifically for the individual to maximise progress.</p> <p>The 360 profiles will work primarily on meta-cognition and the pupils' ability of understanding how they learn best.</p> <p>The EEF evidence suggests that: £ 2222 +7 Months impact: Meta-cognition and Self-Regulation £ £ £222 +3 Months impact: Parental involvement £ 222 +3 Months impact: Individualised Instruction £ £ £ 2222 +4 Months impact: Digital Technology £ 222 +8 Months impact: Feedback</p>	Additional data captures for PP cohort (half termly).		EDU

	<p>tiered approach using form tutors, year leaders and SLT. Pupils will receive at least one formal meeting with their mentor per half term. Pupils with greater need will meet with Year leaders Bi-weekly and pupils with the greatest need will meet with SLT weekly.</p> <p>Mentors will challenge and support completion of home learning, provide 1:1 support in terms of organisation, liaise with teachers, parents and the pastoral team. (% HoY salary)</p>				
Total budgeted cost					£1,200 (+£37,509 staffing costs)
6) Poor short-term memory and long term retention of AO1 knowledge					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
Revision programme and long term curriculum development	<p>Tailored tutor programme for Year 11 pupils and targeted support during Year 10.</p> <p>Holiday revision programme put in place throughout academic year and targeted letters and phone calls to DPs</p> <p>Period 6 in place four nights a week, offering targeted support.</p>	<p>The EEF suggests</p> <p>£ 22222 +7 Months impact: Meta-cognition and Self-Regulation</p> <p>£ 22222 +5 Months impact: Collaborative learning</p> <p>£ £ £ 222 +4 Months impact: Small group tuition</p>			SH

	PiXL membership to develop the use of PLC in lessons (£4,050) PET-XI Revision days (£5,000) Revision Weekend PGL – Focus on Eng and Maths (£5,000)				
Total budgeted cost					£14,050 + staffing costs
7) Disengagement and behavioural issues of a small cohort of pupils is having a detrimental effect on their academic progress.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
Disadvantaged Pupils display positive behaviour for learning to accelerate progress: Fixed Term Exclusions for PP pupils fall by a minimum of 40% both in terms of the number of exclusions and the days lost.	Study Internal and Exclusion data on DP Pupils and create a target group – allocate a staff buddy/trusted friend. DP students allocated an achievement coach/trusted member of staff – via 360 Passport. Staff member can provide support/safe space in their classroom. Work with Pastoral Teams and Support Hub on individual plans for targeted pupils. Existing BSA team employ effective support in Secondary Support Hub	Previous exclusion data would indicate a real need for DP 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	BM KMB EDU
Utilise the Heads of	Provide HOY with data on the	HOY need to know who the	Check action plans for	Progress of DP and Target	BM

Year to provide exemplary Pastoral Care and co-ordinate strategies for a target group of DPs in their year group.	<p>progress of disadvantaged pupils in their year group at each data collection point including a league table of individual performance and a target group of concerns.</p> <p>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.</p> <p>Rewards increased to engage DPs in academic education (£1,250)</p>	Disadvantaged Pupils are and the particular target group to ensure they apply strategies accordingly.	each targeted individual to ensure appropriate support.	Group analysed at each data collection point.	KMB HOY
Total budgeted cost					£1,250
8) Limited life experiences for the disadvantaged cohort					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
Careers advice for every KS4 DP and work experience during Year 10 in order to develop aspirations and future plans.	<p>1:1 careers guidance for all DP in KS4 through U-Explore Start programme (£3,750)</p> <p>Work Experience for all DP in Year 10 (£2,000)</p>	<p>Time spent with a careers adviser is an essential experience for all students so that they can receive advice and guidance that is relevant to them.</p> <p>Start significantly enhances the face-to-face guidance model for everyone involved in the process - from preparing students and identifying those most in need of further support, to recording and evidencing the outcomes of guidance interviews.</p>	Tracked through the Start programme on online reports.		BM JP
Effective deployment of the Opportunities Fund is evidenced through exam success,	<p>Create Opportunities Fund (£3,600)</p> <p>The opportunities fund Teacher/TA Request Form is</p>	Many of our DP cohort have limited cultural capital and very few have experienced visits to the theatre, seaside etc.	All requests from parents, carers, teachers and the pastoral team come through PP	Individual funding compared to progress league table at every data collection point.	EDU SH

<p>accelerated progress, attendance/behaviour data and case studies that show the academic/pastoral benefits gained by this personalised provision.</p>	<p>distributed to staff and digitally saved on the one drive. This form will be promoted on Training Days and Sharing Good Practice Briefings</p> <p>The Opportunities Fund Parent Request form is posted to all DPs twice a year to encourage requests for bespoke funding.</p> <p>HOY to utilise Opportunities Fund to access funding for target group.</p> <p>HOD to proactively use the Opportunities Fund to support DPs achievement.</p> <p>Finance Office to monitor use of Opportunities Fund by Department and HOY (% salary)</p>	<p>Increase in wider knowledge helps to develop long-term memory and will also provide DPs with contextual information for exams.</p>	<p>Coordinator for approval.</p> <p>Senior Finance Assistant maintains funding record on each DP and by each department.</p>		
Total budgeted cost					£12,900

	£41,700
Additional detail	
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p>	

