

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Venerable Bede CE Academy				
Academic Year	16-17	Total PP budget	£227,205	Date of most recent PP Review	N/A
Total number of pupils	804	Number of pupils eligible for PP	242 (48 Y11 2016)	Date for next internal review of this strategy	Jan 17

2. Current Achievement		
GCSE achievement (2015-16)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national averages based on Unvalidated Raise 2016)
% achieving expected progress in English (best) / Maths	En/Ma (18.75)/Ma (31.3)	Not yet published
% achieving expected progress in English (best)	43.8	
% achieving A*-C in English Language	30.4%	80%
% achieving A*-C in Maths	41.7%	75%
Progress 8 score average	-.74	0
Attainment 8 score average	37.94	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy and maths skills of pupils eligible for PP are lower than their peers on entry, which prevents them making good progress in KS3 and beyond.
B.	Gap at KS4 is significantly wider for PP compared to their peers, particularly for English, Maths and Science
C.	Low self-esteem and lack of aspiration presented in ATL data for pupils eligible for PP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is lower for pupils eligible for PP (92.55% for PP as opposed to 95.71 for non PP), particularly for KS4 girls (PA amongst girls is 8.5% as opposed to 7.87 for boys)
E.	Lack of parental involvement at school events, particularly Parents' Evenings

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of progress in literacy within the year for Y7 and Y8 pupils eligible for PP	Pupils eligible for PP in Y7 and Y8 make more progress in literacy and so close the gap against national. This will be evidenced in Accelerated Reader assessments, Read, Write Inc and through LWL tracking.
B.	High levels of progress in maths within the year for Y7 and 8 pupils eligible for PP	Pupils eligible for PP in Y7 and Y8 make more progress in maths and so close the gap against national. This will be evidenced in maths assessments, HLTA data and through LWL tracking.
C.	Increased attendance rates for all pupils eligible for PP, particularly girls.	Attendance gap for pupils eligible for PP closes and in line with national averages, particularly for girls.
D.	Progress gap closes at KS4, particularly for English, Maths and Science	The gap between those eligible for PP and the national averages closes significantly. Intervention plans are regularly monitored and swift action is taken for those pupils who are not on track.

5. Planned expenditure					
Academic year		2016-2017			
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 within a Christian Ethos					
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?
A. High levels of progress in literacy within the year for Y7 and 8 pupils eligible for PP	<ul style="list-style-type: none"> -T&L to focus on literacy for all through targeted CPD, including Trust January INSET. -English consultant to look at KS3 curriculum -additional "2nd in English" post to increase capacity and close the gap for those eligible for PP -visits to primary schools to look at moderation -PB TSA and other KS3 course eg Ofsted briefings -Shared Primary INSET teachmeets 	<p>"The Pupil Premium: Next Steps (PPNS) July 2015 highlights how effective CPD for teachers raises awareness and improves progress.</p> <p>Using well qualified and specialist teachers is proven to improve impact (Ofsted report into PP)</p>	<p>EHT and AHT English to lead January INSET.</p> <p>SLT lead for English to monitor with English HOD.</p> <p>English Department minutes show impact and evaluation is being monitored with all staff.</p> <p>Data analysis by 2nd and HLTA used to increase or alter interventions.</p> <p>Time given for staff to visit primary schools</p> <p>Twilight used for "teachmeet" style sharing of good practice in Autumn Term</p>	AHT English and HOD / 2nds English	Half-termly through QA process
	<ul style="list-style-type: none"> -Accelerated Reader programme for all pupils in Year 7 and continued into Year 8, with emphasis on those who were not "secondary-ready" 	<p>Accelerated Reader: The pilot last year was extremely effective in closing the gap for those pupils who were below the national expected score at KS2. This is now extended into Year 8 with an additional hour of time allotted to it.</p> <p>In addition, the Read, Write Inc programme to be delivered, especially if boys, SEN or PP</p>	<ul style="list-style-type: none"> -HLTA and English Department to monitor and track reading ages. - SENDCo to provide intervention for those pupils with SEND. - additional literacy support before or after school - additional resources bought for library to cater for SEN and PP. 	AHT English / SENDCo and HOD English	Data monitored at each of each term. Monitor of library records to show greater engagement with reading.

<p>A and B. High levels of progress in literacy / maths within the year for Y7 and 8 pupils eligible for PP. D. Progress gap closes at KS4, particularly for En, Ma and Sci</p>	<p>Use of TMP to ensure that all pupils engage in a dialogue with the teacher and have personalised activities to accelerate progress</p> <p>PWP – do we want to add anything here</p>	<p>SADP highlights marking and feedback as one of the most effective ways to improve progress.</p>	<ul style="list-style-type: none"> - Whole-school CPD on Marking and Feedback in Autumn term led by T&L - Primary joint CPD to share good practice -QA book scrutinies to ensure consistency across the academy. 	<p>AHT and T&L team</p>	<p>Half-termly – see QA process. Reports to Directors.</p>
<p>C. Increased attendance rates for all pupils eligible for PP, particularly girls.</p>	<ul style="list-style-type: none"> -Meetings every fortnight with a specific focus on PP pupils across all year groups, particularly KS4 girls -home visits by external attendance officer - Governor attendance meetings to support parent/carers as well as pupils - Mentoring programme with Pupil Premium Champion (see action plan) - Motivational rewards and attendance challenges 	<p>Attendance and achievement have a strong correlation. Once attendance drops below 95%, pupil progress rapidly decreases. Building resilience is a key aspect of reducing absenteeism. Analysis of last year's results shows a strong correlation between good attendance and expected progress.</p> <p>This is supported by the Ofsted report into PP which highlights the need to minimise barriers and meet specific pupils' needs. Additionally, the report "Supporting the attainment of disadvantaged pupils: articulating success and good practice" (SADP) in Nov 2015 identifies strategies that support pupils' emotional and social needs as being more effective.</p>	<ul style="list-style-type: none"> - Attendance on SLT agenda weekly as a point of discussion - Regular meetings coordinated by SLT lead and attendance officer - Governor meetings minutes show focus and assess progress - Video of pupils to show how they feel about school. 	<p>AHT lead for pastoral, Heads of Year, Attendance officer, PP Champion, Governors.</p>	<p>Half-termly for most items. Reviewed as part of SDP. Termly MAT board minutes, Head of School and Executive Headteacher reports.</p> <p>PP Champion to update SLT half-termly.</p> <p>Attendance challenges to run each half-term.</p>

<p>D. Progress gap closes at KS4, particularly for English, Maths and Science</p>	<ul style="list-style-type: none"> - HLTA focus in English and Maths - Whole-school intervention plan for pupils who are not making at least expected progress - external consultants to improve achievement -moderation and standardisation meetings -Attendance at subject based CPD courses -raise staff awareness of gap between those eligible for PP and national averages. 	<p>Evidence shows that this model is effective nationally. The use of external consultants brings additional expertise with regards to curriculum, planning and challenge. With new specifications in English and Maths, it is vital that staff are able to meet other practitioners and attend the CPD on moderation and standardisation. The role of Middle Leaders is paramount here and has the most significant impact on progress. This is supported by Ofsted's and the PPNS report into the effectiveness of CPD, using specialist teachers and monitoring progress.</p>	<p>Effective QA and monitoring of attendance at intervention and revision sessions. Parents / carers will be contacted if pupils do not attend. Those who have other reasons will be given alternative arrangements to access this provision. Close analysis of November "mock" exams will be used to monitor progress and additional intervention will follow depending on outcomes. External reviews and support monitored and outcomes shared with Directors.</p>	<p>DHT, AHT Data, Middle Leaders</p>	<p>Fortnightly joint meetings for Ma and English.</p> <p>Individual meetings for all HODs to review each term.</p> <p>External reports to Directors once available.</p> <p>CPD monitored and tracked each half-term.</p>
	<p>After-school intervention classes for Year 11 in subjects with CA.</p> <p>Compulsory intervention after Christmas / mock exams for identified pupils all subjects, particularly in En, Ma and Sci.</p>	<p>An additional lesson after school was identified by prior cohorts as being very effective, particularly for those pupils without study spaces at home.</p> <p>Evidence shows that this model is effective nationally – see SADP report which focuses on using additional teaching hours to improve progress.</p>	<p>Pupils are targeted according to current progress and the list of pupils may change as a result.</p>	<p>DHT intervention with ML</p>	<p>Reviewed each halfterm at SLT and also with ML.</p>

	Learning Zone to prevent exclusions and increase attendance of pupils whose ATL scores are lower than expected. Growth Mindset philosophy to encourage and engage the most reluctant of learners.	Exclusions and attendance at school have improved considerably since the introduction of the Learning Zone. Parents and carers also approve and have commented on its effectiveness. As a result, pupils make more progress than if they are externally excluded. This is supported by the Ofsted report into PP and the importance of attendance.	- Pastoral meetings to monitor effectiveness with HOY	AHT - pastoral	Ongoing – see QA process and SLT meetings.
	Additional SEN admin support and training for exam access arrangements, particularly for those pupils with SEND who are eligible for PP	Increasing capacity at leadership level improves progress of pupils. This is supported in the SADP research.	-Creation of additional temporary post for SEND admin support from Sept to February 2017	AHT SENDCO	Monitored by SENDCo and Exams Officer
Total budgeted cost					£128,000
ii. Targeted support within a Christian ethos					
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. Increased attendance rates for all pupils eligible for PP, particularly girls	PP Champion to work specifically with these pupils, including bringing in motivational speakers, pupil voice interviews (see action plan for more information)	Having one person to monitor this across the trust keeps the programme focused. The champion attends all relevant CPD and cascades back to the SLT. See the Ofsted report into PP and also the SADP research for supporting evidence.	SLT lead works directly with PP Champion Regular reports to SLT and Directors show impact on outcomes	PP Champion and Pastoral SLT lead	Throughout the year with updates in the HOS / EHT report to directors

<p>D. Progress gap closes at KS4, particularly for English, Maths and Science</p>	<ul style="list-style-type: none"> - timetables adapted for those eligible for PP according to individual need - visits funded where possible to include career aspirations and visits to universities -support to remove financial restraints that impact on the curriculum 	<p>Proven link (see Ofsted report into PP) between financial hardship and aspirational attitudes of young people. By providing financial support for additional curricular opportunities, we will remove barriers.</p>	<ul style="list-style-type: none"> - SLT monitoring of PP progress in link meetings with Middle Leaders - Curriculum gaps identified for PP pupils, particularly those who have lower attendance - CPD on PP raises awareness -QA programme book scrutinies and walkthroughs -reports to HOS and EHT 	<p>DHT</p>	<p>See QA programme and ML CPD.</p> <p>Pastoral HOY to ensure correct pupils are identified for support with curricular visits.</p>
<p>B. High levels of progress in maths within the year for Y7 and 8 pupils eligible for PP</p>	<p>HLTA focus on those pupils who join the academy at below expected national averages for maths</p>	<p>Direct intervention for identified pupils in small groups has a proven impact (see SADP – one of the top 4 strategies)</p>	<ul style="list-style-type: none"> - Morning intervention classes with identified groups every Wednesday. Y10 pupils tutor Y7 each with a focus on understanding the basics. -Pupil Voice to survey impact on self-esteem and progress - Rotation of pupils each term to ensure that all receive support according to need. 	<p>HOD Maths</p>	<p>Half-termly with pupil voice and analysis of data.</p>
	<p>HLTA intervention after Christmas with pupils eligible for intervention and who lack confidence.</p>	<p>Link between self-esteem and lack of progress identified by research in-house. Analysis of last year’s programme showed that those who attended this had a higher sense of self-esteem and they also performed more highly in the assessments at the end of the year. Therefore, we wish to continue with this programme. Supported by the Ofsted research into PP and how schools need to “minimise barriers” including social and emotional ones.</p>	<ul style="list-style-type: none"> - Directed support for those with ability but who underachieve due to lack of self-confidence. Pupil voice and data will be measured and compared to results in previous years. 	<p>HOD Maths</p>	<p>Half-termly with pupil voice and analysis of data.</p>

	HLTA focused support for key groups, particularly Y9 PP.	Direct intervention with pupils who are not making expected progress has proven to be successful – see Sutton Trust research / SADP.	Team teaching and planned intervention. Monitored by class teacher and also HOD.	HOD Maths	Half-termly with pupil voice and analysis of data.
C. Increased attendance rates for all pupils eligible for PP, particularly girls	Specific tracking and monitoring of pupils eligible for PP with a programme in place for the mentoring of pupils who at risk of exclusion (boys) or non-attendance (girls). Behaviour specialist has a specific programme working with such groups from each year group.	Specific pastoral plans for PP pupils means that they have access to mentoring and coaching. This programme has proven very effective for some of our hard to reach pupils over the past 3 years. Also, see SADP.	PP pastoral plans in place and monitored by Assistant Headteacher Pastoral.	AHT pastoral	Half-termly with pupil voice.
Total budgeted cost					£60,750
iii. Other approaches within a Christian ethos					
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. Increased attendance rates for all pupils eligible for PP, particularly girls	Develop Attitude to Learning (ATL) programme and launch across the whole school	Analysis of last year's results showed that low self-esteem was the biggest barrier to learning for pupils, particularly PP. We have developed our ATL programme in light of this evidence. In addition, staff were surveyed as to the impact on T&L across the academy. This also informed our judgment. Research (PPNS and Ofsted's report into PP) shows that attendance and attainment are strongly linked.	- September INSET launch for all staff New posters and information to be shared with pupils. Parents' Information evenings in Autumn Term alongside new LWL. Data collections every term. Pastoral monitoring alongside T&L New critical incident forms to improve communication. - Counselling / mentoring for identified pupils	AHT Pastoral	- Attendance and ATL data monitored weekly and analysed at senior team - updates to Directors in EHT report (every term)
	Hospitality – free breakfasts	Many pupils eligible for PP do not have breakfast and start the day hungry.	- Free breakfast with support teacher to monitor	AHT pastoral	Ongoing

Appendix 3

		Maslow's hierarchy of need shows that pupils who are undernourished cannot concentrate on learning. Also supported by Ofsted's report into PP.			
	Summer School for Year 7 pupils eligible for PP	Ofsted's report into PP places Summer Schools as No.8 on the list of effective strategies.	- Pupils eligible for PP are identified during summer transition and invited to Summer School along with other identified pupils.	PP Champion	- SLT link meetings to monitor - Parental and pupil evaluations at end of summer school
Total budgeted cost					£38,800

For previous year's analysis, see document on website (completed under old format.)

6. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

