

Pupil Premium Grant Strategy 2017-18 for Park Lane Academy



Background information									
Document date		September 2017		Date of next review			January 2018		
Total PPG budget in 2017-18		£240,295		Staff member(s) responsible			R Ahmed		
Total number of students		494		Total number of disadvantaged students			248		
Year	Disadvantaged %	Male %	Female %	No. of CLA	HA %	MA %	LA %	New entrants %	PP New Entrants %
7	47% 55/115	49% - 27/55	51% - 28/55	0	27% - 15/55	42% - 23/55	31% - 17/55	N/A	N/A
8	52% (59 students)	49%	51%	0%	0%	0%	0%	10 – 9%	2 – 3%
9	51% (55 students)	54%	46%	0%	24%	61%	15%	9 – 8%	3 – 6%
10	39% (40 students)	50%	50%	3% (1 student)	34%	47%	18%	9 – 9%	1 – 3%
11	60% (39 students)	56%	44%	0%	21%	54%	26%	9 – 14%	3 – 8%
Key statements from Ofsted report(s) relating to the performance of disadvantaged students									

Current Attainment – Y11 2016 2017	Disadvantaged students	Non – disadvantaged	National disadvantaged	National non-disadvantaged
Percentage of students achieving grade 4+ in English and maths (Basics)	9/41 = 22%	7/25 = 29.2%	Awaiting from DfE	Awaiting from DfE
Percentage of students achieving grade 5+ in English and maths (Basics)	2/41 = 4.9%	2/25 = 8.3%		
Progress 8 score	-1.548	-1.123		
Attainment 8 score	25.22	28.02		
Percentage of students achieving the EBacc	3/41 = 7.3% (at 9 -4	0%		

	Standard Pass)			
Percentage of students achieving grade 4+ in maths	12/41 = 29.3%	11/25 = 45.8%		
Percentage of students achieving grade 5+ in maths	2/41 = 4.9%	4/25 = 16.7%		
Percentage of students achieving grade 4+ in English	18/41 = 43.9%	11/25 = 45.8%		
Percentage of students achieving grade 5+ in English	13/41 = 31.7%	4/25 = 16.7%		

Barriers to learning identified by the academy

A	Students' attendance, and in particular disadvantage students' attendance is below the National average. (Ref: P1, O4 in Academy Improvement Plan)
B	SEN provision currently does not meet the needs of individual students. (Ref: T1, P2, P4 in Academy Improvement Plan)
C	Teaching and learning is not yet good. (Ref: T1-T4, O1, O3 in Academy Improvement Plan)
D	Students have low reading ages on entry. (Ref: O2 in Academy Improvement Plan)

Desired outcomes		Key Performance Indicators	Evidence used
A	<ul style="list-style-type: none"> ▪ Improved attendance ▪ Improved parental engagement 	<ol style="list-style-type: none"> 1. Improvement in attendance to 93% for disadvantaged students in relation to non-disadvantaged students (school and national) between September 2017 and July 2018. 2. Increase attendance at parents' evenings from 50% to 70% 3. Case studies of students in all year groups will reflect successful parental engagement and reduced PA figures by July 2018 	<ul style="list-style-type: none"> ▪ SIMS attendance data. ▪ Attendance registers at parents' evenings ▪ Records of home visits made to PA students ▪ Records of FPN and impact – case studies ▪ Attendance at after school sessions.
B	<ul style="list-style-type: none"> ▪ Teaching is better matched to meet the needs of individual students through effective CPD 	<ol style="list-style-type: none"> 1. Reduction of behaviour points of disadvantaged SEND students 2. Outcomes of disadvantaged students to A8 – 32, and SEND students A8- 	<ul style="list-style-type: none"> ▪ Student assessment data ▪ Monitoring of T&L standards

	<ul style="list-style-type: none"> ▪ Improved communication at KS2 to KS3 transition ▪ Rigorous monitoring of progress of students with SEND. 	20.	<p>records ie. lesson observations, learning walks, work scrutiny</p> <ul style="list-style-type: none"> ▪ Behaviour data analysis
C	<ul style="list-style-type: none"> ▪ Teaching and learning improved. ▪ Marking and feedback improved leading to improved outcomes. 	<ol style="list-style-type: none"> 1. Standards of good or better teaching will be 70% by July 2018. 2. Inadequate teaching will be eradicated by December 2017. 3. Y7 Schemes of learning will have been re-addressed to build upon KS2 knowledge by Feb 2018. 4. GCSE student outcomes will improve from A8 -25 (summer 2017) to A8-32 summer 2018 for disadvantaged students. 	<ul style="list-style-type: none"> ▪ Monitoring of T&L standards records ie. lesson observations, learning walks, work scrutiny ▪ Scheme of work scrutiny ▪ Student assessment data ▪ Ongoing CPD records ▪ QA evidence of assessments ▪ QA evidence of homework and student voice re value ▪ Mentee student voice ▪ Departmental action plans
D	<ul style="list-style-type: none"> ▪ Greater proportion of students are at their chronological reading age. Improved reading ages ▪ The teaching of literacy is consistent across age range and subject areas and is having a positive impact on progress of students 	<ul style="list-style-type: none"> ▪ A literacy intervention programme will be in place and 60% of KS3 students will demonstrate increased reading ages compared to chronological at assessment points. ▪ Outcomes in English will increase from 26.2% 9-5 (summer 2017) to 45 9-5% summer 2018. English data will show increased outcomes across all year groups in data captures, compared to 2017 data captures. 	<ul style="list-style-type: none"> ▪ Data from reading age assessment once a term. ▪ Student assessment data ▪ Monitoring of T&L standards records i.e. lesson observations, learning walks, work scrutiny ▪ QA on consistency across the curriculum ▪ Reports home to show inclusion of reading data

Planned expenditure							
Desired outcome (A-D) from above	Strategy and cost	What is the evidence and rationale for this strategy?	Quality teaching for all (Y/N)	Targeted support (Y/N)	How will you ensure it is implemented well?	Staff lead	When will you review the effectiveness of this strategy?
A <ul style="list-style-type: none"> ▪ Improved attendance ▪ Improved parental engagement 	Staffing restructure to build capacity for an attendance officer/parental engagement leader. £179,591	Capacity for improvement needs building in order to further improve attendance and parental engagement.	N	Y	Increased number of home visits made to PA students Utilise the school mini bus for collection of students with poor attendance.	LCN/SWS	Monthly review of KPIs at senior and middle leader levels.
	Outreach work including phonics training and workshops on CV writing £185	EEF Links: 23, 20	Y	Y	Parent voice questionnaire positive feedback	SWS	
	Rewards based system to be re-established reflecting attendance as a focus. £4000	Attendance for PP students is 1% lower than for non-PP students. Encourage students to attend school in order to improve learning.	Y	Y	Students hitting attendance triggers will be placed on catch up after school intervention programme as part of home/school contract Student voice questionnaire positive feedback.	SWS	
	Performance management targets to be set for all tutors, reflecting monitoring and intervention.	EEF Link: 22 Ensure staff are accountable for supporting the whole school priority of attendance.	Y	Y	Performance management targets evidence. Tutor group attendance increased.	LCN	
	Assembly and tutor programme scheduled to be evaluated.	Ensure focus is on the importance of attendance.	Y	N	Bi weekly assemblies will focus on attendance expectations. Form periods will have a weekly focus on attendance	SWS	
	Ensure Y11 are fully engaged in their learning and attendance by	Encourage older learners to remain	Y	Y	Review the impact of this motivational tool at half termly points.	SWS	

	setting criteria "Passport to the Prom". £1575	focused on their studies.			Refer to in assemblies on a regular basis.		
<p>B</p> <ul style="list-style-type: none"> ▪ Teaching is better matched to meet the needs of individual students through effective CPD ▪ Improved communication at KS2 to KS3 transition ▪ Rigorous monitoring of progress of students with SEND. 	MAT review of the SEN department and provision	In current Y11, data shows that SEN disadvantaged students are performing significantly worse than SEN non-disadvantaged students : SEN+PP = P8 -2.46 compared to SEN+NonPP = - 0.89. Although the data from other year groups shows the gap is not as wide, there is still a gap.	N	Y	In September 2017, a Trust review will take place. Actions will be implemented based on the findings of the report.	LCN/SWS	Monthly review of KPIs at senior and middle leader levels.
	Adoption of a nurture curriculum to support the individual needs of students. £19,334	Ofsted 2011 report shows nurture groups work well when well-led and well taught.	Y	Y	Employ an additional two HLTAs to deliver the Nurture curriculum. HoDs will QA the delivery of the lesson content.	RAD	
	Adoption of internal provision 'Aspire' in order to reduce the number of fixed term and permanent exclusions. £61,378	Students with high social and emotional issues need a bespoke curriculum on a short term basis to help equip them with life in mainstream lessons.	Y	Y	Aspire students to be taught by subject specialists for core subject areas mixed with a curriculum of intense literacy and numeracy and a SEAL programme.	RAD	
	Reassessment and systematic ongoing assessment of all students with SEN and their provision. £3,000	Ensure students' progress is reviewed so intervention can be adjusted to meet the current needs.	Y	Y	Design and review action plan after each data point. Review of behaviour on a monthly basis.	SWS	
	CPD for staff to up skill teaching and learning for students with SEN.	Ensure staff can share what works well and keeps staff	Y	Y	A training audit will be completed for all teaching support staff and training plan put in place.	SWS	

	£1,740	up to date on learning needs.			Weekly pastoral briefing to share good practice and highlight learning needs.		
	Re-establish our transition process at SLT level to close the gap and increase understanding of KS2 expectations. £678	Ensure staff are aware of increased expectations in order to close the gap at KS3.	Y	Y	Re-visit SoWs, starting with Year 7, to ensure progress is accelerated and to avoid repetition – Ebac staff will work collaboratively with Moor End Academy staff on SoLs, assessment, Subject staff visits to primary schools. Strategic transition programme developed by SLT. Collaborative work with Primary Heads re scrutiny of Y7 SoLs – embedded into academic calendar	LCN	
C ▪ Teaching and learning improved. ▪ Marking and feedback improved.	Raise students' aspirations £2000	EEF Link: 2, 16,	Y	Y	Teach students explicit strategies on how to plan, monitor and evaluate aspects of their learning. English and Maths after school intervention to be a compulsory expectation for Y11 students. Focussed weekly assemblies.	LCN/All SLT	Monthly review of KPIs at senior and middle leader levels.
	Whole school CPD programme to include differentiation, making rapid progress, demonstrating progress and effective directed questioning, marking and feedback. Non-negotiables will be consistently embedded in order to meet the needs of all students.	To ensure all students' learning needs are catered for.	Y	Y	All CPD will be adopted as non-negotiables in classroom expectations and quality assurance schedules. 3 twilight CPD sessions on strategies to improve T&L for UPA students. Non-negotiables will be embedded in staff performance management objectives. Support given to staff judged as inadequate or requires improvement.	LCN	
	Establish PP English and Maths group in Y11 with astute staffing	EEF Link: 29 To allow greater focus on excellent teaching of PP students.	Y	Y	SLEs in English and Maths to raise standards through 10 bespoke sessions. Tutor groups in Y10 and Y11 will be reformed to focus on literacy and numeracy intervention in non-reading form time.	LCN/RAD	
	Collaboration with 2 other	Sharing good	Y	N	MAT wide 'leadership of teaching and	LCN	

	secondary schools in the MAT via the School to School support plan. £6,300	practice to improve the quality and accountability for teaching and learning.			learning' focus to be launched Ebac subject areas will receive external support from the Trust via the School to School support plan. Staff judged as outstanding will create coaching triads for peers. External verification calendared into the MAT wide assessment schedule.		
	SLT direction of PPA time at ML level focused on QA and raising standards of teaching and learning	Explicit instruction to undertake focused quality assurance tasks to ensure consistency and high quality teaching and learning.	Y	Y	Post assessment booster resources to be distributed systematically to underperforming students to support students being re-taught and extended as part of the assessment cycle.	RAD	
	Mentoring system for Y11 to be established from Sept 2017 focussed on progress, motivation and resilience.	EEF Link: 15, 30	Y	Y	All disadvantaged and HA students will be mentored by SLT and/or middle leaders.	RAD	
	Middle leader progress and action planning reviews to be embedded after each assessment point.	Middle leaders will analyse their results and present to the senior leadership team leading to increase competency and accountability.	Y	Y	Embed half termly progress and action planning reviews at senior and middle leader level. Middle leaders to present priorities to senior leadership.	RAD	
	Teaching and learning CPD to focus on HA disadvantaged students.	Data shows PP HA students are performing 10% less well than non-PP HA students (Y9-5% less well).	Y	Y	Analysis and action on HA disadvantaged students will be embedded in the ML QA schedule and departmental action plans. With support from the Trust SLEs, staff CPD will focus on teaching to meet the need of HA students.	LCN	
D ▪ Improved reading ages ▪ Improved literacy strategies	Implement a literacy intervention programme ie. Accelerated Reader and Lexir. £50,508	EEF Link: 22, 23, 25	Y	Y	Termly MAT wide reading tests will be undertaken by students of all year groups. Accelerated Reader will be embedded in form periods 3 times a week. Monitoring the impact of AR will be embedded in UPS performance	AUL	Monthly review of KPIs at senior and middle leader levels.

					management targets. Report reading data to parents via reports home. (RAD)	
	Collaborate within the primary schools in the MAT to establish primary literacy expectations. £752	EEF Link: 21, 23, 25 Reading ages show that 10% of PP have a lower reading age than non-PP students.	Y	N	Peer readers will be established to support appropriate students. All staff and peer readers will receive phonics training.	AUL
	Appointment of Director of Literacy £41,310	Due to a staffing restructure, whole school literacy needs to be focus for the school.	N	N	QA evidence of consistency across the curriculum.	LCN
	Systematic literacy CPD training and adoption of literacy as a non-negotiable in lesson observation criteria across the curriculum.	In all year groups, PP students are performing slightly less well than non-PP students.	Y	N	Via induction packages and Trust wide conference, training on KS2 expectations including R,W, C and N. QA of literacy strategy effectiveness through lesson observation, learning walks, work scrutiny and student voice.	AUL/LCN
Total budgeted cost			£372,351			

Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust - EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers an extensive range of topics, each summarised below in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Rating	Potential Gain	Summary
1 Arts participation	£ £	★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £	★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£	★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★ ★ ★ ★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £	★ ★ ★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£	★ ★ ★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£	★ ★	+ 1 Month	Low impact for very low cost, based on moderate evidence.

Approach	Cost Estimate	Evidence Rating	Potential Gain	Summary
11 Homework (Secondary)	£	★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised instruction	£	★ ★ ★	+ 2 Months	Low impact for very low
13 Learning styles	£	★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14 Mastery learning	£	★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£ £ £	★ ★ ★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£	★ ★ ★ ★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£ £ £ £	★ ★ ★ ★	+ 5 Months	High impact for high cost, based on extensive evidence.
18 Oral language interventions	£	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19 Outdoor adventure learning	£ £ £	★ ★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20 Parental involvement	£ £ £	★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21 Peer tutoring	£	★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22 Performance pay	£ £	★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23 Phonics	£	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.

Approach	Cost Estimate	Evidence Rating	Potential Gain	Summary
24 Physical environment	£ £	★	0 Months	Very low or no impact for low cost based on very limited evidence.
25 Reading comprehension	£	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26 Reducing class size	£ £ £ £ £	★ ★ ★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27 Repeating a year	£ £ £ £ £	★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28 School uniform	£	★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29 Setting or streaming	£	★ ★ ★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30 Small group tuition	£ £ £	★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31 Social and emotional learning (SEAL)	£ £ £	★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32 Sports participation	£ £ £	★ ★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33 Summer schools	£ £ £	★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34 Teaching assistants	£ £ £ £	★ ★	+1 Months	Very low or no impact for high cost, based on limited evidence

Impact of Pupil Premium Grant Strategy 2016-17 for Park Lane Academy

Review of expenditure					
Previous Academic Year	2016-2017	PP funding for 2016-17	£247,344	Number of eligible students	250
Desired outcome	Strategy	Impact Evidence	Lessons learned	Continue into 2017-18?	Final cost
Barrier: Teaching and learning not yet good. Achievement: To secure a cohesive approach to closing the achievement gap across the school that is sustainable, with specific focus on students with Higher Prior Attainment (HPA)	Continuous CPD, focus and strategies on PP.	Improvements in grading of lesson observations.	Ensure staff are accountable for the non-negotiables after training has been delivered.	Yes	
	RAP meetings after each data point.	A coherent overview of intervention identified at various leadership levels and interventions implemented accordingly.	Amend the focus of this to a Middle Leader group setting to allow staff to support each other with intervention strategies and challenge each other on the impact. These meetings will be weekly and timetabled during the school day.	No	
	HPA accelerate programme	More able pupils have shown an improvement in their attitudes towards HE and FE and have expressed in pupil voice that they are more likely now to attend university.	Review successful actions and share good practice with other secondary schools in the MAT. Further improve the school strategy for the HPA students, in particular the disadvantaged ones and write into the Academy Improvement Plan.	Yes	£37,221

	Additional subject support.	Resources purchased by departments to further support teaching and learning and individual students' needs.		Yes	£8,000
Transition: To ensure that progress for disadvantaged students is at least in line to meet targets.	HoY targeted support to address individual barriers.	Higher expectations of pupils in terms of behaviour and equipment and learning walks/work scrutinies show improved presentation of books. Students' use of external support increased, including many students accessing Cognitive Behaviour Therapy.	Student voice shows that they feel supported and are very aware that the school has higher expectations in all areas.	Yes	
	KS3 intervention plan	Year 7: Students on or above Track PP: 74.4% / Non PP: 89.9% Year 8: Students on or above Track PP: 36.2% / Non PP: 39.7% Year 9: Students on or above Track PP: 41.1% / Non PP: 37.2% Individual success stories for CBT available.	Due to success of CBT, increase number of days for CBT therapy to to allow more students to access this provision.	Yes	£48,675
	KS4 intervention plan	Data in Y10 shows that there are some significant green shoots of improvement..	Middle leaders to be more accountable for the teaching, learning and outcomes in their department.	Yes	£67,500

	Y7 Catch Up Plan	<p>Corrective reading program shows – 6 students made more than 1 year progress</p> <p>In English, 70% of students are now on track or above. In maths, 79% of students are now on track or above.</p>	<p>Reestablish a nurture stream and 'Aspire' group to focus on intense literacy and numeracy, along with SEAL work.</p> <p>Appoint a Director of Literacy to further boost strategies in the Y7 Catch Up plan for the forthcoming year.</p>	Yes	£32,639
Encourage High Aspirations and Excellence: Highest standards for all including behaviour, dress and presentation.	Financial support to enable students to meet school expectations and are 'ready to learn' e.g. uniform and equipment	Learning walk evidence, student voice, community voice demonstrates that students look presentable in new uniform and all students have equipment and are 'ready to learn'.		Yes	
	Attendance officer to increase % of students attending school regularly	Data shows the impact has been positive.	Restructure the pastoral team to further improve attendance strategies and capacity.	Yes	£30,046
	Behaviour intervention	<p>Significant improvements in behaviour and attitudes of pupils frequently commented upon by external visitors to the school and triangulated through work scrutinies/learning walks by SLT and Lead Practitioners.</p> <p>Behaviour data correlates with soft data showing a significant reduction in FTEs from 81 in Spring to 23 in Summer. Behaviour data shows an increase of achievement points by 123 in the summer term.</p> <p>New electronic system ensures increased parental information and rigorous tracking of behaviours.</p>	Appoint an Assistant VP for Behaviour, Welfare and Attendance to further improve behaviour including behaviour for learning skills in line with the MAT wide focus.	Yes	£73,200

	Aspire intervention	Provision changed under new leadership which enabled students to receive a more tailored support programme. This has led to a reduction in FTE from 81 in Spring to 23 in Summer.	To ensure that subject specific staff are timetabled to work with this group of students.	Yes	£39,704
Engagement and Enrichment: To enhance the holistic education of disadvantaged students through extra curricular and curricular activities.	Increase in students participating in extra- curricular activity	Early work carried out but this lacked impact.	Focus on increasing extra curricular sporting participation going forward. Keep on with academic intervention – start earlier with specific students.	Yes	£6,117
Total costs		£343,157			