# Trinity Academy Sowerby Bridge Pupil Premium Strategy Statement

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| 1. **Summary information** | | | | | |
| **School** | Trinity Academy Sowerby Bridge | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £386,990 | **Date of most recent PP Review** | School Review April 2018 |
| **Total number of pupils** | 644 | **Number of pupils eligible for PP** | 382 (59%) | **Date for next internal review of this strategy** | School Review Feb 2019 |

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| 1. **Current attainment** | | | | |
|  | | Pupils eligible for PP (SBHS in 2017) | | Pupils not eligible for PP (National Other 2017) |
| **Progress 8 School** | | +0.21 (-0.7) | | +0.74 (+0.1) |
| **Attainment 8 score average** | | 35.0 (29) | | 49.6 (50) |
| **% achieving strong basics (5+) in English & Maths** | | 13.1% (13%) | | 44.9% (52.5%) |
| **% achieving standard basics (4+) in English & Maths** | | 27.9% (27%) | | 67.3% (73.9%) |
| **English Progress 8 Score** | | +0.01 (-0.7) | | +0.74 (+0.1) |
| **Maths Progress 8 Score** | | -0.38 (-0.6) | | +0.26 (+0.1) |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | |
|  | Literacy & Numeracy (48% of PP are EAL & 23% of students have low prior attainment)  For example: 85% of PP students in the Year 7 cohort that started in September 2018 had a reading age lower than their chronological age. | | | |
|  | Student movement:   * Starting point of education (5% of PP students did not start their schooling in reception) * Joining in-year (31% of PP students did not start in Y7; 15% do not have any prior attainment data) * 25% of PP students have transferred schools ‘in year’ at some point in their education. | | | |
|  | Students in higher year groups spent part of their education in Sowerby Bridge High School (SBHS) (a school that Ofsted demeed inadaquate) | | | |
|  | Summary of PP underachievement by ethinic group:   * British: -0.61 (6 of the 17 students achieved a positive P8 score) * Pakistani +0.38 * Roma 0.16 * Other 1.55   Hence Britsh PP to receive additional monitoring | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | Attendance, although much improved on SBHS, still represents a barrier to progress:   * SBHS PP Absence (2016-17): 18% * TASB PP Absence (2017-18): 7.3% (Above the national average for Disadvantaged students)   We know this is directly correlated to success at the end of Y11:   * Students with 95% attendance or greater achieved a P8 score of +0.92 (30 students) * Students with 90% attendance or greater achieved a P8 score of +0.50 (44 students) * Students with 90% attendance or less achieved a P8 score of -1.18 (11 students) | | | |
| **E.** | Fixed term exclusions for PP students (and Non-PP) students was not reduced last year   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | % of PP students with 1+ FTE | % of Non-PP students with 1+ FTE | % of PP students with 2+ FTE | % of Non-PP students with 2+ FTE | | 2016-17 | 15% | 9% | 7% | 2% | | 2017-18 | 15% | 12% | 7% | 4% | | | | |
| **F.** | 66% of PP students at TASB come from the most deprived areas in English (*Lowest 20% as per IDACI data*) | | | |
| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | | **Success criteria** | |
|  | Teacher performance is consistently good/better.  Disadvantaged students experience good or better teaching daily. | | Teacher performance is consistently good/better. Disadvantaged students experience good or better teaching on a daily basis | |
|  | Literacy & Numeracy is no longer a barrier for disadvantaged students.  Improved teaching/specific interventions of literacy results in improved performance in assessment. | | Improved teaching/specific interventions of literacy results in improved performance in assessment, in particularly for EAL students. | |
|  | Students who are eligible for receipt of PP funding have equal curriculum and destination opportunities as their peers. | | Continued reduction in proportion of PP eligible students classed as NEET and increased progression to further and higher education. | |
|  | Behaviour & Attendance data for PP students matches that of Non-PP eligible students. | | No gap in attendance or punctuality between PP eligible and non-PP eligible students.  All students strive for 96% attendance.  Differences in isolations / fixed term exclusions between PP and Non-PP eligible students. | |
|  | PP students leave TASB with outcomes that match those of their peers. | | The gap between PP students and their peers (both at TASB and nationally) is rapidly diminished. | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | | **2018/19** | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A & E | Continue to improve the quality of T&L so students experience a greater frequency of outstanding teaching over time. | EEF (Education Endowment Foundation) – High impact, strong evidence base.  ‘Improving teaching quality generally leads to greater improvements’ EEF (Education Endowment Foundation). ‘There is particularly good evidence around the potential impact of teacher professional development’ (EEF).  ‘Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school’. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).  Using the pupil premium effectively: an evidence-based approach to closing the gap (2014) Dunford - National Pupil Premium Champion & chair of Whole Education and the Chartered Institute of Educational Assessors. | | * Implementation of QA processes at all levels of leadership. | * CMN * CMN & CJN: Lead on QA | * Termly in-school monitoring through QA processes. * Regular internal faculty reviews. * SIP Visits: dates TBC * Termly reports to the IEB. * External review – February 2019. |
| A | Ensure that staff receive the appropriate support in order to develop their practice, to eradicate any RI practice. | As above | | * Whole-school QA processes are adhered to: * Termly book looks * Lesson observations * Follow-ups * Performance Appraisal * Weekly CPD * 10 Minute Tips * Standards visits * One-to-one coaching – staff support | * CMN * Lead Teacher Team * CMN & CJN: Lead on QA | * Termly in-school monitoring through QA processes. * QA of subject CPD – lesson visits * Termly reports to the IEB. |
| A | Continue to ensure that the quality of Teaching & Learning is consistent across all subject areas. | In-school data indicates that students are not performing equally well across all subject areas. | | * Increased focus on subject specific CPD. * Sharing best practice with the MAT. | * CMN * Teaching & Learning Team * CMN & CJN: Lead on QA   All CLs | * QA of subject CPD – lesson visits. * Regular faculty reviews. * MAT reviews in English, Maths and Science * Termly tracking of data.   Termly reports to the IEB. |
| A & E | Through continued use of Mint Class seating plans staff are able to plan for the rapid progress of all students with a particular focus on PP and SEND. | Recommendation from the PP review (January 2017) that followed the Ofsted report (October 2016) | | * CPD provided – on a whole- school and faculty level. * CPD provided to all observers. Staff files available for any lesson visits/observations. * Part of the lesson observation process. * Continue to develop the use of MINT in the RAP process to ensure data is used to drive improvements in the classroom | * CMN:   Lead on T&L | * Termly checks by CLs   Regular faculty reviews |
| B | Ensure pupils are effective oral communicators | ‘Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum’ (Ofsted: ‘The pupil premium. How schools are spending the funding successfully to maximise achievement’) | | Track   * Introduction of ‘track me’ * Staff CPD (on using track, 03.09.2018, 25.09.2018) * Track & Respect VT activity (term 1) * Track & Respect assemblies (term 1)   Short Story Programme  One short story read per term during VT. Discussion/dialogue encouraged around the text.  High level reading modelled by teacher.   * CPD for all staff on short story delivery * CPD on teaching of vocabulary * Optional recap of teaching vocabulary (term 2) * Fully resources VT programme   Speaking Coherently   * Enforcing of the Student Absolutes (encouraging pupils to speak clearly, correctly and in full sentences) * Think/pair/share and thinking time strategies encouraged as effective T&L tools and promoted through CPD. * Talk for Life Programme/S&L Involve Programmes (Pending) | EHN | Track   * Staff and student voice * Learning walks (CL learning walks/SLG) * Lesson observations * Behaviour points for lack of tracking   Short Story Programme   * Staff and student voice * Learning walks of VT   Speaking Coherently   * Lesson observations * Student voice * Learning walks * English S&L results at Phase 2 |
| B | Students are encouraged to upscale their language | As above | | Staff Knowledge   * Staff educated on the problem vocabulary deficiency can have across the curriculum and later in life (26.06.2018, 03.09.2018). Trained on effective strategies on how to teach vocabulary and provided with a * Staff PM targets linked to literacy explicitly requires staff to engage with improving student vocabulary, this is also noted in lesson observations. * CPD delivered to TAs on the importance of vocabulary and how to teach/introduce new words (Term 2 – date TBC)   Word of the week, root of the term  Based on the work of Quigley 2018, word of the week not only endeavours to expose students to a plethora of new vocabulary, but equip them with morphology skills to help recognise patterns in words and identify word trees   * WOW introduced/taught to staff in staff briefing every Monday (+ tracking practice) * Delivered weekly by staff during VT * Staff CPD on vocabulary instruction (26.06.2018, repeated term 2 – date TBC) * WOW displayed around the school on monitors   Short Story: Vocabulary Builder  Through the reading of the short story, multiple opportunities for staff to explicitly teach vocabulary are modelled with vocabulary builder tasks built into the SS programme | EHN | Staff Knowledge   * Staff voice * Student voice * Lesson observation pro forma * CPD materials/engagement * T&L library check out   Word of the week, root of the term   * Low stakes quizzing/tests in VT after 1 term has been completed * Book scrutinises * Student voice |
| B | Promote engagement with reading and improve reading ages | As above | | Use/Promotion of the Library and Librarian   * Full time librarian appointed * Library to be open break times and lunch times * Weekly English lessons taking place in the library * Assembly to introduce librarian/the library * Librarian to conduct 1-1 reading intervention * Newsletter club (TBC)   Profile of Reading   * VT Short Story programme * Raise the profile of Accelerated Reader: visual displays, presentations/data shared with pupils, 1 million-word competition, weekly certificates, termly prize draws * Showing an active engagement with reading is required as part of graduation (year 7 and year 8) * Scholastic book fairs to be at all PCEs * From term 2 onwards, all pupils will be expected to have an independent reading book which can be read in VT once the Short Story Programme has finished for the term (or optional on Fridays) * Book suggestion slides on monitors around the building * TASB Reading Challenge   Events   * DEAR: Drop Everything And Read day(s) – launch term 2 – date tbc * World Book Day: 07.03.2019 * Calderdale Book of the Year Club * TASB Reading Challenge * Author session with Melvin Burgee and Mark Illis at Calderdale Library – 21.09.2018 | EHN | Use of Library/Librarian   * Library engagement/lending records   Profile of Reading/Events   * Student voice on VT short story programme * AR weekly quiz data * STAR reading tests (termly) * Author visits/workshops |
| B | Support pupils reading below their chronological reading age | As above | | Accelerated Reader  All students in year 7 and year 8 are registered users of Accelerated Reader. This is monitored closely by the librarian who promotes internal competitions to encourage engagement with reading/quiz taking (e.g. 1 million word, leader boards, displays).  Teachers will also have a 1-1 meeting with myself regarding their class’ data after each STAR reading test. | EHN | Accelerated Reader   * Accelerated Reader quiz scores/engagement * AR tracking sheets * STAR reading test scores |
| B | All staff to be teachers of literacy | As above | | All staff at TASB to view themselves as teachers of Literacy, understanding how developing student literacy helps pupils cope with the cognitive demands of all subjects; writing helps to sustain order and thought; better literacy leads to improved self-esteem, motivation and behaviour; better literacy raises attainment in all subjects.   * Staff provided with whole-school CPD on how to support literacy development * Faculties given time (with a Literacy focus) to re-write schemes of work and make amendments   Use of specialist knowledge to support individual teachers and departments – History (vocabulary strategies, reading strategies, exam technique) and Science (balancing tier 2 and tier 3 with content, unpicking exam paper, tackling scientific illiteracy) | EHN | * Explicit lesson observation focus * Explicit PM focus * Explicit marking scrutiny focus * CPD documentation * Schemes of work/planning * Staff voice * Student voice * Learning walks * KS4 results   Reading age data |
| EHN | | | | | | Funded through catch up |
| CMN | | | | | |  |
| ALT | | | | | |  |
| Librarian & Literacy Budget | | | | | |  |
| MINT seating plan | | | | | |  |
| **\*Total Cost of ‘Quality of teaching for all’** | | | | | | **£81,454.78** |

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| 1. **Targeted Support** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| B & E | Literacy Interventions | Key Stage3: the wasted years? Ofsted (2015) Identifies the progress of PP students at KS3 as barrier to achievement later in school.  The Teaching and Learning toolkit: Peer Tutoring (July 2012) EEF. | Fresh Start Phonics (Nurture)  Students who have a reading age of less than 9 years are tested for the Fresh Start Phonics Programme (known as Nurture). This will replace their normal English lessons. They are being taught by appropriately trained experts, one of whom is a linguist and Assistant Principal. All TAs have received subsequent training on Fresh Start Phonics to support all pupils in their care.  The Comprehension Gap: 7b2  Over 40 pupils were tested for the Nurture programme however despite low reading ages, pupils could clearly decode/read thus it is their comprehension and their inference skills holding them back. The ‘Platinum Reading Programme’ (currently in place at TAH) had limited impact at TASB so instead, 7b2 is taught by two strong, experienced practitioners with a focus on information retrieval, answering in full sentences and basic inferences using SATs style questions and answers to help bridge the gap.  1-1 Reading Interventions  Selected students who are not currently targeted by Nurture or the comprehension class (7b2) are to receive 1-1 reading intervention with the librarian. This involves 2 x 20 minute reading sessions a week including reading homework set. | * EHN * MSE * CMN * TA support | Fresh Start Phones (Nurture)   * Module pass rates * ‘Graduation’ into 7b2 * STAR reading age data   The Comprehension Gap: 7b2   * Accelerated Reader quiz scores * Book looks/scrutinies * Learning walks of 7b2 * STAR reading ages   1. Reading Intervention * Reading journals/logs * STAR reading age data * AR quizzes |
| C | Full information, Advice and Guidance (IAG) process that ensures equal curriculum opportunity for all students.  Targeted visits to academic post 16 providers, including 6th form colleges and universities. | Student level data would suggest that PP students at TASB are not gaining as much access to these experiences as Non-PP students nationally | * Senior member of staff tasked with the implantation of the Gatsby standards * Mapping of provision across the school | * NCE | Termly reports to SLG |
| D | Attendance interventions | 2017 & 2018 data shows clear link between attendance and the progress students make.  DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcome. | * Whole school focus on improving the attendance of PP/EAL students. * Daily QA of session’s absence information to ensure that attendance remains a priority, in particular for PP/EAL students. * Tracking of attendance data and identifying under-achieving. PP/EAL students * Daily monitoring of identified cohort by Attendance Officer and House Manager (HM) team to improve attendance. * Local Authority Education Welfare Officer used to support the promotion of attendance of all students. * Appointment of EWO to ensure a large number of home visits takes place over the course of the year * Appointment of Family Intervention Worker to provide additional support for students with the greatest need | * ALN * AHL * FIW * HSN * HMs | Termly reports to SLG |
| C & D | Interventions to improve behaviour | DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcome | * As above, the non-teaching HM team support teachers and SLG with student behaviour. * Appointment of FIW ensures that ‘Student Wellbeing Officer’ has greater capacity to work with students who are ‘at risk’ before they are ‘in crisis’ * Alternative provision is used appropriately for students that cannot access the curriculum at TASB | * ALN * LDN * FIW * GBY * HMs | * Termly reports to SLG |
| E | Ensuring PP students do not fall behind | Although PP progress is much improved there is still an in-school gap  The gap nationally | * Student tracking and close monitoring of progress through weekly Cobra meetings. * Termly subject specific Reflecting on Attainment and Progress (RAP) documentation is used to identify under performance in all key groups. * After school ‘Achieve’ sessions have been put in place to target student under achievement. * Increased ‘curriculum bonus’ in Phase 2, particularly in Y11 to maximize student progress. * Learning Mentor support in core subjects in Phase 2 | * SLG & CLs | * Termly data packs. * Termly RAP documents. * SLG link meeting. * IEB reports. |
| NCE | | | | |  |
| TA support in nurture | | | | | Funded through catch-up |
| ALN | | | | |  |
| Pastoral Team (HMs, HSN, FIW, AHL, GBY) | | | | |  |
| **\*Total Cost of ‘Targeted Support’** | | | | | £239,322.31 |

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| 1. **Other Approaches** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| C | Increase the amount of extra-curricular option available to students | Student level data would suggest that PP students at TASB are not gaining as much access to these experiences as Non-PP students nationally | Appointment of extra-curricular coordinator  Budget allocated to ensure this aim can be met | * RSS * BHW | * Termly reports on Extra-curricular uptake |
| C | Ensure a high quality, smooth transition process | DSEN Code of practice 2015 | * Transition Plan for Y5 & 6 to ensure learners are well equipped. * Extended transition for SEN to fully support the transition to secondary education. | * RSS * SENCO * SEN Administrator | Analysis of:   * Yr6 data * Y6 IEP reviews/transition meetings * Parental meetings * CPOM data/information |
| RSS | | | | |  |
| Extra-curricular budget and payments for responsibility | | | | |  |
| SENCO | | | | |  |
| SEN Administrator | | | | |  |
| **\*Total Cost of ‘Targeted Support’** | | | | | **£88,440.60** |

\* All costs given at 59% of actuals to reflect the PP weighting in the school

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018-19** | | |
| 1. **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) | **Cost** |
| A & E | Continue to improve the quality of T&L so students experience a greater frequency of outstanding teaching over time. | Robust QA process on a regular basis at all levels of leadership were implemented. This includes termly in-school monitoring, external reviews and regular work sampling with a focus on PP students. Feedback from the B11 Review stated “There was a very high level of consistency in teachers’ practice against the teaching statements of intent. In fact, reviewers were of the view that,  based on the snapshots observed during the day as well as pupil outcomes, there would be sufficient evidence to evaluate teaching as good.”  Staff Voice in July 2019 showed that staff found value in QA processes as 100% of staff agreed or strongly agreed with the statement “Do you feel that the new book look process had led to targets which directly impact on your day-to-day practice?”  QA processes and data collection by the T&L team informed evidence based CPD and were used to establish next steps. | Although a gap still exists between PP and Non-PP (+0.807 and +0.407 respectively) this is a significant improvement on 2017-18 where PP P8 was +0.22 and Non-PP was +0.72. In order to further address this QA systems will continue to evolve in order to exploit any opportunities for bespoke CPD. This will have an impact on the day-to-day practice of teachers, improving outcomes for all. | **£81,454.78** |
| A | Ensure that staff receive the appropriate support in order to develop their practice, to eradicate any RI practice. | Robust QA processes were implemented on a termly basis. Where any underperformance was identified, support was swift, appropriate and timely and put in place and reassessed within a clear time frame.  Additional training for those new to teaching has been delivered on a weekly basis which was focused on career point needs.  All staff have attended 50+ hours of CPD once INSET days and whole school CPD is considered.  Staff who were identified as RI have received 325+ combined hours of support from subject specialists and coaches in order to improve practice. | We will continue to ensure that any underperformance is addressed swiftly following our robust QA procedures. We will continue to develop a more holistic approach to these processes by linking Performance Management and outcomes to existing procedures.  Additional training and non-contact time, in line with the DfE Early Career Support framework, has been scheduled for RQTs to enable them to continue to develop practice and leadership capabilities. This is part of our succession planning to ensure sustainability of quality staffing moving forwards.  I order to get new staff using whole school procedures and routines consistently, and quickly, a robust programme of induction has been developed and will be delivered to all new starter Sept 2019 onwards. |
| A | Continue to ensure that the quality of Teaching & Learning is consistent across all subject areas. | The introduction of the ALCD role in Jan 2019 has led to an increased consistency across TMAT in planning and assessment in English, MFL, Humanities and Science. These roles sat alongside the Director of Maths role. The joint planning ensures that there is moderation between schools enabling links between subject specialists. This collaborative approach to planning is a recommendation in the DfE Reducing Teacher Workload Toolkit. This was supported by a high proportion of subject specific CPD, including paired data entry.  The PP Review from March 19 stated “Consistent delivery was evident across the sessions… Clear routines are in place, the start of the lessons are very efficient and this is due to a consistent approach of the ‘Planner, Copy, Do’ (PCD) routine. Lessons are very teacher led and students are very engaged in their learning.” | An imbalance in subject areas between PP and Non-PP pupil performance still exists.   |  |  |  | | --- | --- | --- | |  | TASB Non-PP (PP) | Non-PP National (2017/18) | | Numbers | 60 (73) |  | | Whole School | 0.807 (0.407) | 0.00 | | English | 0.794 (0.598) | -0.04 | | Maths | 0.382 (-0.057) | -0.02 | | EBAC | 0.381 (-0.127) | -0.03 | | Open | 1.525 (1.121) | -0.04 | | Humanities VA | 0.059 (-0.214) |  | | Science VA | 0.472 (-0.157) |  | | Languages VA | 1.091 (1.958) |  |   We will continue to develop the CPD programme for staff to ensure that we can develop the teaching strategies which have most impact on student learning. These include a significant focus on literacy in all forms and developing the cultural capital of our students.  We will continue to develop the termly tracking of data and data conversations at all levels with an increased focus on teaching and learning to ensure that these impact directly on individual students within the classroom and ultimately on their outcomes. |
| A & E | Through continued use of Mint Class seating plans staff are able to plan for the rapid progress of all students with a particular focus on PP and SEND. | CPD led on a whole school and middle leader level. Seating plans used as part of all lesson observations, internal and external, with MINT Class seating plans evidenced to be in use in 100% of the 98 observations of teaching staff and 377 work scrutinies. Regular CL checks of seating plans. | We will continue to develop the use of Mint Class seating plans ensuring that they become the focus of every data collection and, as a result, drive focused teaching and learning strategies for every student with a particular focus on PP and SEND. All staff have been provided with a seating plan folder for greater consistency on use of MINT Class across the school. To support this regular Curriculum Leader checks to be calendared.  The next steps for use of Mint Class is to establish a baseline for the number of staff who ‘aggressively monitor’ their seating plans during lessons. Examples of good practice will be identified and shared. |
| B | Ensure pupils are effective oral communicators | The introduction of ‘track the speaker’ has increased the confidence of students when communicating orally. There is still further work to do on this, with a particular focus on students following the absolutes of speaking clearly, correctly and in full sentences. Staff Voice in Dec 18 found that 94% of staff responded to the statement “To what extent has tracking impacted on students' listening skills in your lessons?” with “significant impact” or “some impact”. This shows that tracking had the desired impact of improving students’ oral communication. Track the speaker also embeds the core value of respect; student voice in June 19 found ‘(We track) So we can learn more, we have to listen to people when they are asked a question and show respect.’  The introduction of the short story has ensured that students are regularly read to so that effective oral communication is modelled for them. The PP review commented “The session visited was on literacy and how to adapt language to different situations. The consistency of how these sessions were delivered was excellent and the resources produced were of a very high standard. The students were working hard in the sessions and were very engaged. The vertical tutoring system is being utilised extremely well for the progress of disadvantaged students because of  its focus on literacy and cultural capital.” Student voice in June 19 also found that 80% of student agree or strongly agree with the statement ‘Teachers are strong role models for literacy.’ | ‘Track the speaker’ will continue with frequent data collection from SLG/CL learning walks to direct individual CA to areas for further development. The procedure took a while to embed with current staff and it has been noted that the routine slips when not frequently addressed. This will be a point of focus in ‘Practice’ sessions in CPD.  The short story delivery has been reviewed and good oracy will now be modelled by the ‘Lead’ Tutor to ensure a greater consistency across classrooms to continue to drive oracy improvement for all students. This will be modelled for staff, when deemed necessary, in CPD or staff briefings. |
| B | Students are encouraged to upscale their language | Whole staff CPD on the vocabulary gap and how to teach new vocabulary ensured staff understood how and why new vocabulary needs to be explicitly taught.  Word of the week was embedded in VT to teach students how to decode unfamiliar vocabulary using word morphology. Staff confidence with delivery increased throughout the year through effective use of briefing to model delivery every week. The PP Review commented “The session visited was on literacy and how to adapt language to different situations. The consistency of how these sessions were delivered was excellent and the resources produced were of a very high standard.” | A more consistent approach to subject specific vocabulary development will be taken through the ‘Language of the Lesson’ routine. This will ensure the development of confident oracy alongside development of new vocabulary. To aid with this 12 hours of subject specific CPD has been scheduled, and the language of the lesson selections will be QA’d by the T&L team.  Word of the week will continue, with an increased focus of pronunciation of the new vocabulary in line with the ‘Language of the Lesson’. During the short story in VT time unfamiliar tier 2 vocabulary will be explored, using word morphology where appropriate, to model how to decode unfamiliar vocabulary. The vocabulary will also be consolidated in a sentence with familiar context in line with the language of the lesson.  All of the above routines are incorporated into the aforementioned induction day for new staff to ensure almost immediate consistency for all students. New staff will also be part of the 10 minute tips coaching program in the first term to ensure any minor inconsistencies are addressed swiftly. |
| B | Promote engagement with reading and improve reading ages | A full time librarian was appointed who has increased the range of books available for students to increase student engagement with reading. Library access is also available at some break and lunch times and the Librarian offers advice and guidance to students to ensure they select appropriate books for their ZPD.  The profile of reading has been raised with all students through the VT Short Story Programme. This provided opportunities for reading to be modelled and text selection appealed to students in all year groups. | While the profile of reading has been raised across the school, the impact on reading ages is still emerging. To build on this further the accelerated reading programme has been relaunched with Y7 and Y8 who now lessons in the Library which has been turned into a classroom. This is being supported by all English staff who will receive additional CPD from the Library in delivering the accelerated reading program. These lessons will be QA’d by the teaching and learning team which links to the introduction of a PM target for all English Teachers to ensure consistent delivery which will hopefully contribute to improved reading ages.  To further raise the profile of reading opportunities will be mapped throughout the curriculum. This will ensure that students are encouraged to read, both fiction and non-fiction, in a range of contexts.  As an academy we have had a lot of focus on students with low reading ages but not necessarily for those with a high reading age: to promote an enjoyment of reading, an extended reading project has been developed to engage more able students. This will be across all curriculum areas allowing links to be made in lessons to the texts being read. |
| B | Support pupils reading below their chronological reading age | In addition to offering guidance in book selection for student, the Librarian also offers 1:1 support following Star tests.  A cohort of Y9 students with reading ages below their chronological ages began the accelerated reader programme in T3. | In order to support pupils below their chronological reading ages Interactive Reading is being trialled by the teaching and learning team. This will teach students how to engage with text to aid reading for retrieval. Once any potential barriers have been identified and overcome the strategy will be rolled out to all Teachers and QA from the T&L team will follow. |
| B | All staff to be teachers of literacy | Whole school CPD is frequently focused on the delivery of literacy in subject areas as well as VT sessions. This includes specific CPD for support staff to better enable them to support students in improving their literacy.  Staff have an increased understanding of the importance of developing strong literacy to raise attainment, and why this is particularly important for PP students. This was shown in evidence collected in data walks: in term 3 only 59% of staff were using track to promote active listening by bouncing questions, whereas in T5 67% of staff were seen to be promoting active listening. This was also reflected in 97% of staff responding ‘yes’ to the statement “Do you think that CPD has allowed you to reflect on literacy?” in Staff Voice taken in Jan 19. | While most staff were using ‘keywords’ to improve literacy on a subject specific level there was a lack of consistency noted across classrooms. A new strategy of ‘Language of the Lesson’ was therefore developed to improve consistency between classrooms. It also provides the opportunity to develop oracy with the repetition of the selected language.  Support staff delivery of some literacy strategies within VT has been reviewed as the quality was variable, mainly due to staff confidence. In order to further increase the confidence of staff, and to ensure the highest quality delivery to enable the most rapid progress, the sessions will be delivered by the ‘Lead’ Tutor.  All teaching staff have a PM target which focuses on ‘Teachers of Literacy’ across all curriculum areas. There has been, and will continue to be, extensive CPD to support this. There is also a specific section on Lesson Observation pro forma to ensure all staff have specific feedback to develop their delivery of Literacy. |
| 1. **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) | **Cost** |
| B & E | Literacy Interventions | Three groups of Y7 students and one group of Y8 students took part in Fresh Start intervention. Students graduated from the ‘Nurture’ group back into normal English lessons where there was a focus on information retrieval, answering in full sentences and basic inferences using SATs style questions and answers to help bridge the comprehension gap. | The focus on closing the comprehension gap will continue. Interactive Reading will be trialled with the T&L team to improve student comprehension and reading retrieval as GL Assessments from Y9 showed that retrieval skills were an area for development. Once any potentially barriers have been identified and overcome Interactive Reading will then be scaled up to ensure students are practising this skill in all subject areas to ensure it is fully embedded.  The Fresh Start program has been a useful tool, but does not infiltrate enough of the curriculum to be useful to our students with the lowest reading ages. The has resulted in the employment of a primary teacher to facilitate a more holistic overview to ensure opportunities to practise phonics can be exploited in history and geography as well as English lessons. This provision will be made available to a cohort of year 7 and year 8 students. |  |
| C | Full information, Advice and Guidance (IAG) process that ensures equal curriculum opportunity for all students.  Targeted visits to academic post 16 providers, including 6th form colleges and universities. | Careers opportunities are in the process of being mapped at subject level, with MLs clear on the expectations.  Some Gatsby Standards have been embedded with opportunities provided throughout the year across all year groups. | A whole school map drawing together subject level careers opportunities will be created.  New LM of the careers advisors will ensure that the most vulnerable students are prioritised, and that the advice is appropriate to their attainment to provide realistic careers advice.  The IAG process evolved throughout the year to ensure all students attended a 1:1 interview regarding option choices for Y9 to ensure the courses selected were appropriate and will provide opportunities for students to be successful. This will be replicated next year.  All Gatsby Standards will be implanted within the curriculum. |  |
| D | Attendance interventions | Absence, and in particular persistent absence, remains above NA for 2018-19. This is strongly impacted by the transient population, with 71% of PP students who were removed from role mid-year being PA students. Every effort is made to ensure all students attend school with 1067 home visits conducted. 13,000+ phone calls home and 13,000+ text messages to parents. For those exhibiting PA, 1500+ absence letters were issued, 20+ Pre-Court Meetings, 100+ Fixed Penalty Notices and 11 Requests for prosecution.  All of the aforementioned strategies resulted in more students attending school frequently so will continue, and continue to evolve through the next academic year. | Many of the interventions such as daily phone calls home from the House Managers and home visits from the attendance officer were successful (35% of the 1067 home visits resulted in students coming to school) and they will continue into 2019-20.  While there have been several incentives offered for attendance this year, many have relied on group success. Moving forward into next year there will be a significant shift towards positive engagement with rewards for those students with good attendance. For those who continue to fall below the academy target of 96% more rigorous intervention and challenge is planned with the development of the Co-Tutor role in VT. This will enable stronger pastoral relationships to be built.  A new SLG role has been filled with a focus on PP. The role will include developing interventions and a culture of good attendance across the academy by working closely with the SLG for behaviour and attendance. This will begin with developing the role of the Co-Tutor to offer regular student level challenge of poor attendance, and public acknowledgement of good attendance, to ensure students take responsibility for their own attendance. This is being supported through the introduction of a weekly ‘House’ briefing between HM, SLG and all Lead and Co-Tutors. |  |
| C & D | Interventions to improve behaviour | Due to the pastoral care offered by staff, and the increased consistency of BfL policy, the % FTE for PP students is 15.65% which is significantly below the 24.93% NA for 2018. This has also led to a 75% reduction in all year groups in the number of students being isolated > 5 times.  A FIW was appointed which meant that the student wellbeing team had a greater in school presence which allowed for early intervention to prevent some escalations in behaviour. | In order to further develop the links between the wellbeing team a ‘Core’ Group has been created to identify students at risk of repeated isolation and FTE to intervene early to deescalate poor behaviour.  Alternative provision was successful in 2018-19 and this will be used again to reengage students with education. The two providers are regularly visited by the pastoral team.  The Arc, a provision available within the academy, will be accessed by students (4 have already been identified). The aim is to provide intensive intervention with the aim of returning students to mainstream education with strategies to enable them manage their behaviour effectively. |  |
| E | Ensuring PP students do not fall behind | The data shows that in almost all areas (open being the exception) that the gap between Non-PP and PP students has reduced from 2017-18 to 2018-19. Although some gaps still remain significant, namely science and maths, efforts to improve the quality of teaching and the focus on literacy has specifically impacted PP outcomes. | |  |  |  | | --- | --- | --- | |  | Actual | Actual -2 | | Sci VA\* | -0.157 | -0.006 | | Hum VA | -0.214 | -0.180 | | Maths | -0.057 | -0.005 | | English | 0.598 | 0.618 |   *\*Sci VA excludes an additional student who was excluded by the exam board due to an incident.*  With two students with circumstances beyond our control removed science VA and Maths PP students are only slightly below national average.  One student was attending a college placement and only attended school one day a week. During this time they only had english and maths intervention. The student engaged well with their college course and still attained GCSEs which allowed them to move on to further education.  The second student had long term medical problems and attendance across the entire year was below 25%. Although an amended TT was put in place the student still struggled to manage their illness and attend school regularly.  The previously mentioned PP SLG role will also include a focus on Year 11 students throughout the year, with the aim of improving pupil outcomes. It was felt that the 2018-19 cohort lacked motivation and a ‘mantra’. This role aims to improve student perception of school with a warmer approach to increase engagement and self-regulation amongst students when it comes to attending Achieve sessions and in independent work. |  |
| 1. **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) | **Cost** |
| C | Increase the amount of extra-curricular option available to students | An extra-curricular coordinator was appointed with a budget provided to engage external support to offer a broad range of extra-curricular activities for Y7 students.  80% of students regularly attended an extra-curricular activity. | A new extra-curricular coordinator has been appointed and there is to be a sharper focus on following up attendance to extra-curricular activities. The range and quality of provision will also be QA’d.  The program will now incorporate Y7 and Y8 students to ensure all Phase 1 students have the opportunity to attend an extra-curricular activity. | **£88,440.60** |
| C | Ensure a high quality, smooth transition process | More frequent opportunities were offered to Primary Schools for visits to TASB or for subject specific support:   * 8 schools came to the meeting where we offered to support * 4 schools came in to work with technology * schools were visited so our science team could deliver science week assemblies * 1 school took us up on the offer of a transition sports day (4 were invited)   Approximately 85% of parents attended the transition evening event, with 94% of new Y7 students attending the subsequent transition day.  30 Students came for an extended transition in the SEN department. This is an improvement on 2017-18 where only 20 students came for an extended transition. | The strategies implemented will continue next year, with a new focus on developing partnerships with Primary schools. To facilitate this, three meetings have been scheduled throughout the year with a Teaching representative from Primary schools invited to attend to further secure the transition from Y6 to Y7. |

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| 1. **Additional detail** |
| * In this section you can annex or refer to **additional** information which you have used to inform the statement above. |