## Samuel Whitbread Academy Pupil Premium. Expected impacts. 2018-19

Key aims for our work with Pupil Premium students taken from the SWA policy:

- Raise progress and continue to narrow and close the gap between the achievement of these students and their peers (measured in gap between PP and non-PP progress, particularly in English and Maths)
- Increase social mobility and address any underlying inequalities between children eligible for pupil premium and others, improving engagement with education and the school community.
- So that we make a significant impact on students' education and lives.

#### How much money we expect to receive:

|                       | No. of<br>Students | Amount<br>per<br>student | Total<br>Projected<br>Income |
|-----------------------|--------------------|--------------------------|------------------------------|
| Free School Meals     | 138                | £935                     | £129,030                     |
| Looked After Children | 3                  | £1,800                   | £5400                        |
| Adopted Children      | 2                  | £2,300                   | £4600                        |
| Service Children      | 67                 | £300                     | £20,100                      |
| Total                 |                    |                          | £159,130                     |

#### How we plan to spend it, and the expected impact:

We believe that the very best way to improve the outcomes for all of our young people is to provide them with outstanding teachers who can help them to excel in their learning and make excellent progress.

We believe that leadership is critical to success too and so we have chosen to spend some of the grant on this area so that excellent leaders can develop the skills required in all of our staff to enable our young people to achieve brilliant results. To that end, we have refocused the work of our senior leadership team to work with our pupil premium students closely.

| OVERALL TARGET: Students in receipt of the Pupil premium will achieve in line with their FFT20 |   |          |        |  |  |  |
|--|---|----------|--------|--|--|--|
| targets, bringing us in line with the top 20% of all schools nationally                        |   |          |        |  |  |  |
| Area of work   | Activity/Staffing                           | Cost     | Review |  |  |  |
| Staffing and   | We employ a number of people with specific  | £148,700 |        |  |  |  |
| Leadership   | responsibilities to improve the outcomes of |          |        |  |  |  |
|  | students in receipt of the Pupil Premium    |          |        |  |  |  |
|  | Grant                                       |          |        |  |  |  |
|  | Whole school leadership in SLT              |          |        |  |  |  |
|  | (Associate Principal- CLH) will             |          |        |  |  |  |
|  | oversee the leaders with PP                 |          |        |  |  |  |
|  | responsibility- see overall strategy        |          |        |  |  |  |
|  | below.                                      |          |        |  |  |  |

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|               | Allocated SLT mentors to each PP             |          |  |
|---------------|--|----------|--|
|               | student in year 11. All SLT members          |          |  |
|               | will meet with their mentees once a          |          |  |
|               | cycle. Work being completed on               |          |  |
|               | how to revise, organising revision at        |          |  |
|               | home and ensuring students are               |          |  |
|               | prepared for their mocks and                 |          |  |
|               | exams. There is an emphasis on SLT           |          |  |
|               | members liaising with home to                |          |  |
|               | support with at home working.                |          |  |
|               | Additional Teaching capacity                 |          |  |
|               | through employed specialist staff            |          |  |
|               | (SLEs) in English and Maths                  |          |  |
|               | English and maths intervention               |          |  |
|               | teaching in addition to timetabled           |          |  |
|               | lessons.                                     |          |  |
|               | TLR holders (teachers responsible            |          |  |
|               | for) PP progress in English, Maths           |          |  |
|               | and Science to monitor and                   |          |  |
|               | intervene with underperforming               |          |  |
|               | students.                                    |          |  |
|               | House Leaders (x5) to increase               |          |  |
|               | engagement and uptake in co-                 |          |  |
|               | curricular activities through                |          |  |
|               | targeted support with their captains         |          |  |
|               | to ensure high levels of                     |          |  |
|               | involvement.                                 |          |  |
| Access to out | Provide late buses for targeted students for | £4000    |  |
| of hours      | part of the year                             |          |  |
| learning      |  |          |  |
| Provide       | Invest in Easter school, weekend revision    | £4000    |  |
| additional    | and holiday schools for targeted             |          |  |
| support       | underperforming students                     |          |  |
| opportunities |  |          |  |
| Improves      | Provide independent careers guidance for     | £2000    |  |
| careers       | students so that aspirations can remain high |          |  |
| information   | and transition can be supported              |          |  |
| advice and    |  |          |  |
| guidance      |  |          |  |
| Improve       | Focus the remaining budget as a              | £10, 430 |  |
| access to     | nominal amount for each child to             |          |  |
| resources and | support with resources that directly         |          |  |
| removing      | support their goals of achieving             |          |  |
| barriers to   | top20% grades. This will include             |          |  |
| learning      | revision guides, books resources, IT,        |          |  |
|               | Support for visits and so on.                |          |  |
|               | Where needed, remove barriers to             |          |  |

## Samuel Whitbread Academy Pupil Premium. Expected impacts. 2018-19

| learning in regards to student |  |
|--------------------------------|--|
| welfare.                       |  |

## Samuel Whitbread Academy Pupil Premium.

#### **Expected impacts. 2018-19**

#### Overall accountability for outcomes (CLH)

**Big Data** 

#### Monitoring: NJM/IB and Governing Body

- Headline A8/9-4 (E&M) and "gap" PP--v-Non PP
- Subject Headlines , PP -V- Non
- Evaluate effectiveness of HoD strategies for PP
- Manage PP Budget



### HoDs and Subject TLRs, (SSI, AJS, JLM)

#### **Monitoring: SLT Line** management and CLH

- Track and monitor PP/SEN students' performance v Non PP/SEN
- Identify underperformance and work with subject teachers to implement strategies to address underperformance
- Evaluate effectiveness of strategies using intervention evaluation tool.



#### **Subject Teachers**

#### **Monitoring: HoD**

- Identify PP and SEN in all groups, seating plans and class profiles for all.
- Quality first differentiated teaching.
- Additional feedback, marking, questioning. Front and centre in planning
- Add strategies used to SIMS

## standing items

### **Head of Learning Support(SW)**

#### **Monitoring: SENCO**

- Track and monitor progress of SEN in books and lessons through work scrutiny and learning walks
- Identify underperformance and work with subject teachers to implement strategies to address underperformance
- Evaluate effectiveness of strategies using intervention evaluation tool.



#### Data (PSc)

**Small Data** 

#### Monitoring: IB

- Track and monitor P8 compliance and performance
- Produce monthly reports on each student to show Predicts/ATL/Attenda nce/Behaviour, including all strategies in all areas

## **Pupil Premium Strategy**



#### AP - Y11 (IAB/CLH)

#### **Monitoring: SLT meetings**

- Identify barriers to learning with student
- Remove barriers to learning
- Monitor progress and headline data for year group.



#### **AP - Y10 (ESF)**

#### **Monitoring: SLT meetings**

- Identify barriers to learning with HoY
- Remove barriers to learning
- Monitor progress and headline data for year group.



#### AP - Y9 (CM)

### **Monitoring: SLT meetings**

- Identify barriers to learning with HoY
- Remove barriers to learning
- Monitor progress and headline data for year group.

#### **HoY - Y11 (RBS)**

#### **Monitoring: RCA**

- Monitor behaviour, attendance and ATL
- Intervene where necessary.
- Evaluate effectiveness of strategies using intervention

#### **HoY - Y10 (ERW)**

#### **Monitoring: ESF**

- · Monitor behaviour, attendance and ATL
- Intervene where necessary.
- Evaluate effectiveness of strategies using intervention

#### HoY - Y9(VYA)

#### **Monitoring: CM**

- Monitor behaviour, attendance and ATL
- Intervene where necessary.
- Evaluate effectiveness of strategies using intervention

#### **House Leaders x5**

**Monitoring: CLH** Increase engagement in school activities. Ensure high representation in school activities

