

Samuel Whitbread Academy Pupil Premium.

Expected impacts. 2017-18

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

- Raise progress and narrow and close the gap between the achievement of these pupils/students and their peers (measured in gap between PP and non-PP Levels of 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.
- So that we make a significant impact on students' education and lives.

How much money we expect to receive:

	No. of Students	Amount per student	Total Projected Income
Free School Meals	135	£935	£126,225
Looked After Children	4	£1,500	£6000
Adopted Children	4	£1,900	£7600
Service Children	58	£300	£17,400
Total			£157,225

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 in our school too, we have chosen to spend some of the grant 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 will refocus the work of our leaders so that there are clear processes and systems to monitor, track and intervene with our students in a timely and effective manner. The organisational chart below shows how this works.

This document needs to be read alongside the School Development Plan for Pupil Premium, which sets out in more detail how we plan to achieve our overall target.

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 Leadership	We employ a number of people with specific responsibilities to improve the outcomes of students in receipt of the Pupil Premium Grant <ul style="list-style-type: none"> • Whole school leadership in SLT (Assistant Principal) 	£131,440	SLT member has been able to challenge and support those with PP TLRs in order to raise progress and attainment. The overall gap has

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	<ul style="list-style-type: none"> • English Tutor • Additional Teaching capacity in English and Maths • TLR holders (teachers responsible for) PP progress in English, Maths and Science • TLR holders (teachers responsible for) PP progress within year teams • House Leaders (x5) to mentor underperformance and increase engagement and uptake in co-curricular activities. • Learning Support Assistant to manage homework club 		<p>reduced significantly from 0.59 in 2017 to 0.24 in 2018. The English gap has reduced from -0.42 in 2017 to -0.26 in 2018. Maths P8 gap has reduced from -0.59 in 2017 to -0.26 in 2018. Ebacc (inc. Sci) P8 gap has reduced from -0.44 in 2017 to -0.33 in 2018</p> <p>The attainment gap has remained broadly the same. SLT work scrutiny saw focussed work on identifying PP gaps in work produced which was fed back to HoDs, Using a matched pair methodology, we identified gaps between PP and Non-PP students and intervened via HoDs.</p> <p>House leaders increased participation of pupil premium student's in house activities to 70% across the year. House leaders will continue to work on this to further improve.</p> <p>Homework club is well attended, but not consistently. Additional marketing and promotion needed.</p>
Access to out of hours learning	Provide late buses for targeted students for part of the year	£4000	After school revision sessions were attended, but more work needs to be done in liaising with parents to ensure and encourage attendance. This will be a key priority for the coming year via

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			SLT mentors
Provide additional support opportunities	Invest in Easter school, weekend revision and holiday schools for targeted underperforming students	£4000	Heads of department provided intervention details for individual students to ensure support was targeted to the correct individuals.
Improves careers information advice and guidance	Provide independent careers guidance for students so that aspirations can remain high and transition can be supported	£2000	This was offered to all PP students with 50% of the year 11 disadvantaged cohort making use of these appointments.
Improve access to resources and removing barriers to learning	<ul style="list-style-type: none"> • Focus the remaining budget as a nominal amount for each child to support with resources that directly support their goals of achieving top20% grades. This will include revision guides, books resources, IT, Support for visits and so on. • Where needed, remove barriers to learning in regards to student welfare. 	£16000	All students were provided relevant equipment including food resources for catering students allowing them to complete their coursework. Other funds were used to provide student with equipment to complete specific coursework such as art equipment, music lessons and revision guides.

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Overall accountability for outcomes (TAR)
Big Data
Monitoring: NJM/IB and Governing Body

- Headline A8/9-5(E&M) PP-v-Non PP SEN -v- Non SEN
- Subject Headlines , PP and SEN and Non (L, M, H)
- Evaluate effectiveness of HoD strategies for PP and SEN
- Manage PP and SEN Budget

Pupil Premium and SEN Improvement Strategy

HoDs and Subject TLRs, (SSI, CBA, EAA)
Monitoring: SLT Line management

- 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.

Head of Learning Support (SJJ)
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

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

SLE and Data (AB, JT, PS)
Small Data
Monitoring: IB

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

AP – Y11 (RCA)
Monitoring: SLT meetings

- Identify barriers to learning with HoY
- Remove barriers to learning
- Monitor progress and headline

HoY – Y11 (RBS)
Monitoring: RCA

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

PP Progress Lead Y11 (LCO)
Monitoring: RCA

- Track and monitor progress of PP in books and lessons through work scrutiny and learning walks
- Meet with PP students termly to identify barriers to learning.

AP – Y10 (CLH)
Monitoring: SLT meetings

- Identify barriers to learning with HoY
- Remove barriers to learning
- Monitor progress and headline

HoY – Y10 (VY)
Monitoring: CLH

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

PP Progress Lead Y10 (and whole school) (CBA)
Monitoring: CLH

- Track and monitor progress of PP in books and lessons through work scrutiny and learning walks
- Meet with PP students termly to identify barriers to learning.

AP – Y9 (ESF)
Monitoring: SLT meetings

- Identify barriers to learning with HoY
- Remove barriers to learning
- Monitor progress and headline

HoY – Y9 (ERW)
Monitoring: EF

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

PP Progress Lead Y9 (CAT)
Monitoring: EF

- Track and monitor progress of PP in books and lessons through work scrutiny and learning walks
- Meet with PP students termly to identify barriers to learning.

House Leaders x5
Monitoring: CLH Increase engagement in school activities. Ensure high representation in school activities

