

# Alleyne's Academy: Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Alleyne's Academy				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£95,000	<b>Date of most recent PP Review</b>	September 2016
<b>Total number of pupils</b>	750 on Roll	<b>Number of pupils eligible for PP</b>	99 (14.6%)	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving 4+ in English and Maths</b>	<b>50% (national average 46%)</b>	<b>75% (70.9%)</b>
<b>% achieving expected progress in English / Maths (target grades)</b>	<b>38% Lang/34% Lit / 28% Maths</b>	<b>40% Lang/52% Lit / 29% Maths</b>
<b>Progress 8 score average</b>	<b>-0.029</b>	<b>0.141</b>
<b>Attainment 8 score average</b>	<b>37.97</b>	<b>38.5</b>

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Low reading ages and a lack of reading culture amongst many pupil premium pupils which impacts on their performance, particularly in core subjects.
<b>B.</b>	Low levels of attainment for pupil premium pupils at KS2, preventing them from making good progress in Year 9 in a range of subjects.
<b>C.</b>	School has limited success in engaging the interest and active support of a minority of pupil premium cohort parents.
<b>Additional barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	High rates of persistent absence when compared with other non PP pupils.
4. Intended Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Improved literacy outcomes for PP students	PP attainment in English at least in line with non PP students. Improved attitude to learning grades by PP students in English.
<b>B.</b>	Improved rates of attainment (grades 9-4) particularly in those subjects reliant on English such as the EBacc subjects.	To reduce the current Year 11 attainment gap between PP and Non PP in English Language (2018 PP = 8.44 Non PP = 10.93) and the EBacc subjects (PP = 10.59 Non PP = 15.08).
<b>C.</b>	Teaching moves further towards Outstanding and therefore better able to meet the individualised needs of PP pupils. Regular communication with parents in relation to their child's performance and attitude to learning.	A reduction in the attainment gap between PP and Non PP (2018 PP = 38.87 Non PP = 51.41)
<b>D.</b>	Increased attendance rates for the PP students who are persistent absentees from 80% to 90%	Reduce the number of persistent absentees among pupils eligible for PP to below 10% so that attendance improves significantly. A reduction in the number of PA from 20% to 10%.

## 5. Planned expenditure

<b>Academic year</b>		<b>2018-19</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Teaching moves further towards Outstanding and therefore better able to meet the individualised needs of PP pupils.	Selection of Staff Meetings to have a teaching and learning focus, led by the T+L lead (RF). CPD to have a Pupil Premium focus. Particular focus on differentiated STAR marking for PP students and other strategies.	Staff feedback indicates a willingness to use meeting time for CPD with Pupil Premium Learning Mentors sharing best practice.	CPD outcomes reported to governors in the governor's report and meetings with PP link governor. Report to include the impact that the training has had in the classroom and whether or not those strategies employed have made a difference.	TT (Deputy head)	January 2019
All PP students to have access to appropriate learning and revision resources for all subjects including core and optional.	PP Learning Mentors (PPLM) to liaise with subject staff to ensure that correct revision resources and equipment (pens, calculator, ruler etc.) are given to all PP students.	PP students can engage in all lessons with the correct revision guides and resources. Essential that all PP students can access examination material prior to the exams.	PPLM to liaise will all subject staff to ensure that the information/resources are discreetly given out to all PP students.	TT (Deputy head)	January 2019
Improved pupil outcomes for PP pupils in Year 11 (close the gap)	Pupil Premium Learning Mentors to work closely with the PP students in order to ensure that they are on track. Respective HoDs to ensure Quality First Teaching and to ensure that intervention strategies are reviewed.	To genuinely close the attainment gap by the end of Year 11	PPLM to liaise will all subject staff. CPD sessions examining behavioural and differentiation strategies that can be adopted by staff.	TT/PPLM	September 2019
<b>Total budgeted cost</b>				<b>£</b>	

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>Maths:</b> A reduction in the attainment gap for PP compared to non-PP students between Autumn 1 2018 and Spring 1 2019. (Monitoring data from SISRA)</p>	<p>During timetabled maths lessons there will be a second specialist teacher which will work specifically with the PP students.</p> <p>Maths specialist to provide extra support to PP students in the run up to the exams. This will take the form of 1-2-1 tuition and group sessions.</p>	<p>We want to offer high quality teaching to those PP students in order to improve their grades. Specific tuition with a smaller concentrated number of students will be more effective with particular areas of concern identified. Maths specialist to work closely with Maths department. This strategy had a positive impact on the PP cohort and therefore evidence that it works:</p> <p><b>17/18 Results - 54% PP achieving 9-4 in Maths (national 53%)</b></p>	<p>Maths tutor is experienced and works closely with both Head of Department and Pupil Premium Learning Mentors in ensuring that students attend and achieve.</p>	<p>JJ / MJ / SW</p>	<p>September 2019</p>
<p><b>English Language:</b> 70% of pupil premium students to achieve a grade 9-4 in the summer 2019 exams.</p>	<p>On a rotational basis, students receive two 20 minutes slots a week during afternoon registration. Work from sessions collated and monitored by teacher responsible for PP students across the department. PP Learning Mentor to continue to track individual students.</p>	<p>This allows those students which have been identified as requiring extra support the opportunity to work with an English specialist in order to raise their attainment. This strategy has been successful in the previous academic year:</p> <p><b>17/18 Results - 64% PP achieving 9-4 in English Language (national 62%)</b></p>	<p>English teacher is experienced and works closely with both Head of Department and Pupil Premium Learning Mentors in ensuring that students attend and achieve their targets.</p>	<p>AG/DH</p>	<p>September 2019</p>
<p>Improving the <b>esteem</b> and <b>confidence</b> levels of PP students in order to create a positive mind-set</p>	<p>Support the PP students with tuition sessions on well-being and mental health/dealing with stress etc.</p>	<p>Staff feedback suggested that a high proportion of PP students lack confidence and self-belief when completing work and when considering their future career pathways. Research suggest + impact. <a href="https://www.theguardian.com/teacher-network/2018/jan/04/research-every-teacher-should-know-growth-mindset">https://www.theguardian.com/teacher-network/2018/jan/04/research-every-teacher-should-know-growth-mindset</a></p>	<p>CPD sessions involving all staff (including Support Staff) to examine Growth Mind-set teaching strategies. Predominantly focused on all PP students. <a href="https://www.tes.com/institute/growth-mindsets-for-schools-cpd-0">https://www.tes.com/institute/growth-mindsets-for-schools-cpd-0</a></p>	<p>TT/RF</p>	<p>January 2019</p>
<b>Total budgeted cost</b>				<b>£</b>	

### iii. 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?
Increase in the extra-curricular opportunities available to PP students both within and outside of the school	School to use PP funding to help fund additional music tuition, educational trips or further college courses which will help to inspire the individual.	Our experience with a number of current PP students is that engagement in music or educational trips has transformed their self-belief, confidence and engagement. Our aim is to enable many more children to find enjoyment and success at school outside of the main curriculum areas which will then translate to improvements in those main curriculum areas.	Monitor attendance of after school clubs, attendance at house activities and try and keep a track on their interests and hobbies outside of school. Proportional representation (2018/19 is 14%) in all school activities including trips, English/maths club, election of prefects, anti-bullying ambassadors etc.	TT/CPo/RB/HP	July 2019
Increased Pupil Premium attendance rates from 80% to 90%. Improvement of persistent absentees is also a key priority.	CBY to work closely with EWO so that all PP students are monitored with regards to their attendance.	The attainment of these students cannot be improved if they do not attend school. Addressing the attendance is also a key priority for the school. The persistent absentee's % is currently extremely high and therefore needs particular focus.	The EWO will be briefed on a weekly basis on the students most at risk. PP Learning Mentor also to monitor attendance and liaise with CBY. Same day calls for targeted students. Liaison with tutors also a priority.	CBY / EWO	July 2019
Behavioural issues for Year 9/10 & 11 PP students improves with an improvement in ATL grades	Identify several behavioural strategies for certain students.	It is imperative that previously learned poor attitudes do not hamper the disadvantaged students' ability to access the curriculum and enjoy their learning. In addition, it is important that they are aware of our high expectations and conform to protocol.	Issues relating to behaviour are well documented. Engaging with parents is also important and an individual reward system devised so that small steps can be taken.	TT/PPLM	July 2019
Sam Learning	To further embed SAM Learning to KS3 & KS4 students and encourage its use both in and out of school.	This will allow all students access to a range of revision content. In addition it will help with independent learning by encouraging students to complete elements at home.	The SAM Learning Co-ordinator will assess how many students are using the software and liaise with both HoPS and tutors/teachers. Communication with teachers is a priority.	TT	July 2019

6. Review of expenditure				
Previous Academic Year		2017-18		
i. 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
Narrowing the gap between PP and non-PP students in the core subjects in particular.	<p>High quality teaching to help inspire the pupils and raise achievement.</p> <p>Pupil Premium Learning Mentors to meet with the PP students in order to set objectives and monitor their individual; performance in subjects.</p>	<p>Average Total Progress 8 PP = <b>-0.029</b> (National is -0.365) Non PP is 0.525 / (2017 = <b>-0.724</b> / Non PP = 0.167)</p> <p>The National Progress figure for Non PP in 2018 is <b>0.141</b></p> <p>Average Total Attainment 8 PP = <b>37.97</b> (National PP = 38.5) Non PP is 51.40 / (2017 = <b>37.83</b>)</p> <p><b>% PP achieving 4+ in English and Maths = 50%</b> (National is 46%) (2017 = 52%)</p> <p><b>% PP achieving 4+ in English Language = 64%</b> (National is 62%) (2017 = 62%)</p> <p><b>% PP achieving 4+ in Maths = 54%</b> (National is 53%) (2017 = 58%)</p> <p>The impact on Non PP students was positive with the Progress 8 figure increasing from 0.167 to 0.525 in 2017/18</p>	<p>The PPLMs were very effective, in particular in Year 11. They were very supportive and ensured that all students had the correct stationary, revision materials and exam timetables etc... They liaised very well with subject staff to ensure that subject specific objectives were targeted specifically at the student.</p> <p>Teachers' continued to comment on PP students' progress throughout the year and highlight intervention strategies adopted. This information was shared with HoD and HoPS.</p>	None
All students pass the Year 11 BTEC Construction course	On-site vocational learning This was a new activity designed for first teaching in September 2015	<p>100% of PP students in year 10 are making the expected progress in line with their target grades. All year 11 PP students have successfully passed the course.</p> <p><b>100% pass rate for the 2017/18 academic year/average grade P2.</b></p>	All students studying BTEC Construction in year 10 have continued on to the second year of the course. Student voice conducted at the end of the year revealed that all students, including PP were enjoying the course and that they felt safe in the environment. A sample of work from the students was externally verified at the end of the summer and successfully passed.	£6,000

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Maths tuition: To raise levels of attainment in maths.</p> <p>To increase understanding, retention and use of mathematical terms.</p>	<p>Targeted one to one tuition in Maths provided by a qualified and experienced teacher</p>	<p><b>% PP achieving 4+ in Maths = 54% (National is 53%)</b></p> <p><b>% of girls PP achieving 4+ in Maths = 70% (National is 53%)</b></p> <p><b>% of boys PP achieving 4+ in Maths = 22% (National is 53%)</b></p>	<p>This strategy will continue for the next academic year, however, there will be more of an emphasis placed on engaging the boys, particularly in the revision sessions. This will be closely monitored by the PPLM. Head of Maths to be involved in this process. The use of Sam Learning to be encouraged by all staff.</p>	<p>£12,000</p>
<p>Literacy Support: To raise levels of attainment in English</p>	<p>Targeted small group tuition in basic literacy skills for Year 11 PP students with an English teacher</p>	<p><b>% of girls PP achieving 4+ in English Language = 70% (National is 62%)</b></p> <p><b>% of boys PP achieving 4+ in English Language = 56% (National is 62%)</b></p>	<p>This strategy will continue for the next academic year. Early identification of those PP students in need of extra support to be a priority.</p>	<p>£9,000</p>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Ensure that there continues to be no gap in the progression of pupils into Further Education / Training / Apprenticeships.</p>	<p>Careers Support and Guidance to ensure that all pupils have applied for appropriate courses, attended college/apprenticeship interviews by May 2018</p>		<p>Greater access to apprenticeship opportunities earlier, particularly for KS5 students who are considering an alternative route to university.</p>	<p>£3,000</p>

<p>Pastoral incentives: To help raise attainment</p>	<p>Create, implement and monitor a reward system for pupil premium students that identifies and credits for: improved/maintained attendance, ATL grades, target grades, involvement in wider participation etc.</p>	<p>This strategy proved to be extremely effective in ensuring that all PP students were engaged. The rewards were very much based on an individual basis and took the form of simple vouchers. Equipment was also used as a reward. Students were only entitled to the reward if they made the sufficient amount of progress.</p>	<p>This will be continued for the 2018/19 academic year.</p>	<p>£4,000</p>
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