

## Pupil Premium policy 2018-19

### **Introduction**

Schools receive a payment, or Pupil Premium, for each child who is registered for free school meals and those who have been in continuous care for 24 hours or more. The Government believe that the Pupil Premium funding is an effective way to ensure disadvantaged pupils benefit from the same educational opportunities as pupils from wealthier families. This year the funding is set at £935. From April 2012 the Pupil Premium was extended to include children who have been eligible for FSM at any point in the last six years.

*“Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils” (DFE website)*

As from September 2012 Schools and Academies are expected to publish information about how the Pupil Premium Grant has been allocated. This policy outlines how Nottingham Academy will implement this requirement to ensure parents are informed of the progress and attainment of pupils entitled to the premium.

The Nottingham Academy is a 3-19 school serving two areas of Nottingham; St Anns and Sneinton. This report will look at Pupil Premium provision in the secondary phase. The Greenwood Road Campus (GRC) is in Sneinton whilst the Ransom Road Campus (RRC) is in St Anns. GRC serves approximately 1250 secondary pupils and the RRC serves around 700 students all of which are in years 7-11. As the schools operate across different areas of the city the, spend for Pupil Premium can be tailored to suit the needs of the specific pupils that attend each school. Therefore, this policy will seek to identify and evaluate joint expenditure across both campuses and also where there has been funding used at only one of the campuses.

## Principles

- We are committed to 'closing the gap' between all pupils and any specific cohort or group of pupils.
- We will ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of pupils are adequately assessed and addressed.
- We reserve the right to allocate the Pupil Premium Grant to support any pupil or group of pupils we have legitimately identified as being disadvantaged.
- Funds will be allocated following an analysis which will identify priority groups or individuals.
- We will ensure the disadvantaged learners benefit from all school wide activities as well as befitting from discrete and bespoke interventions.

## The Education Endowment Foundation

We are committed to using evidence-based approaches and a range of data to inform interventions. In order to support this commitment, we utilise research carried out by the Education Endowment Foundation (EEF) to ensure our decisions with regards to interventions, are supported by evidence. The EEF is an independent charity dedicated to breaking the link between family income and educational achievement and as such support teachers by providing independent, evidence-based resource designed to improve practice and boost learning.

The EEF evaluate the impact of intervention in terms of the additional months' progress the evidence suggests pupils can make as a result of an approach being used, taking average pupil progress over a year as a benchmark. For example, the 'Feedback' strand in the 'Teaching and Learning Toolkit' shows that improving the quality of feedback provided to pupils has had an average attainment impact of +8 months. This means that students in a class where high quality feedback is given will make +8 months more progress over a year compared to students in a control class where feedback is of a standard quality.

# Pupil premium strategy statement

**Objective: Use the Pupil premium to have a greater impact on the outcomes for disadvantaged pupils**

## 1. Summary information

<b>School</b>	Nottingham Academy (GWR)				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£965,677	<b>Date of most recent PP Review</b>	April 2018
<b>Total number of pupils</b>	1844			<b>Date for next internal review of this strategy</b>	January 2019

## Pupil Premium Context

	Year 7		Year 8		Year 9		Year 10		Year 11	
	RRC	GRC	RRC	GRC	RRC	GRC	RRC	GRC	RRC	GRC
<b>Number on roll</b>	122	233	133	233	145	234	131	237	134	242
<b>% Disadvantaged</b>	62%	42%	68%	49%	66%	51%	69%	44%	57%	37%

	2016/17 Disadvantaged		2016-17 Non-disadvantaged		2017-18 Disadvantaged		2017-18 Non-disadvantaged		2017-18 Overall (RRC & GRC)	
	RRC	GRC	RRC	GRC	RRC	GRC	RRC	GRC	DD	Non- disadvantaged
<b>Progress 8 score average</b>	-0.59	-0.54	-0.15	-0.4	-0.85	-0.43	-0.3	+0.14	-0.59	+0.01
<b>Attainment 8 score average</b>	34.62	35.35	39.29	41.59	35.99	34.64	38.55	42.28	35.13	41.19
<b>% of pupils achieving 9-5 in English and maths</b>	15.9%	20.7%	16.3%	32.5%	26.2%	19.3%	22.7%	31.8%	21.8%	29.1%
<b>% of pupils achieving 9-4 in English and maths</b>	30.2%	39.7%	55.1%	50.5%	44.3%	43.1%	45.5%	50.5%	43.5%	49%

The Nottingham Academy is an inclusive school. This impacts outcomes for the school as a whole but improves the life chances of the pupils who would have been at risk of permanent exclusion had they attended another school. The table below demonstrates the progress outcomes for the Nottingham Academy excluding this cohort of students.

	2017-18 Disadvantaged		2017-18 Overall
	RRC	GRC	RRC & GRC
<b>Progress 8 score average</b>	-0.58	-0.08	-0.24

<b>Attendance</b>															
	2016-17			2017-18						2018-19					
	Pupil Premium	Non Pupil Premium	Gap	Pupil Premium		Non Pupil Premium		Gap		Pupil Premium		Non Pupil Premium		Gap	
				RRC	GRC	RRC	GRC	RRC	GRC	RRC	GRC	RRC	GRC	RRC	GRC
Year 7	93.51	94.74	-1.23	95.74	97.45	98.26	97.61	-2.52	-0.16						
Year 8	92.35	95.9	-3.55	94.75	95.37	97.05	95.90	-2.3	-0.53						
Year 9	94.17	95.82	-1.65	93.37	93.64	96.95	96.51	-3.58	-2.87						
Year 10	91.59	93.83	-2.24	94.93	94.25	94.82	97.51	+0.12	-3.26						
Year 11	88.42	94.58	-6.16	93.40	93.90	96.00	95.50	-2.6	-1.6						

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	Disadvantaged students have demonstrated a lower attitude to learning than other students (Based on ATL scores and behaviour incidents)	
<b>B.</b>	Low aspirations of disadvantaged students hinders progress and hinders the ability to realise their own potential.	
<b>C.</b>	Behaviour incidents logged for disadvantaged students is higher than other students in school.	
<b>D.</b>	Levels of reading and oracy are lower for disadvantaged students on entry into year 7.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Poor attendance of disadvantaged students in comparison to non-disadvantaged.	
<b>3. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	High personal aspirations and expectations of all disadvantaged students highlighted by improved attitudes to learning.	ATL score of disadvantaged students improve at each assessment point  The number of disadvantaged students who are NEET is in –line with national averages and Non-disadvantaged students.
<b>B.</b>	Improved progress and attainment of all disadvantaged students.	Outcomes for disadvantaged students improve year on year and are in line with national average.  Gap between disadvantaged and non-disadvantaged diminishes.
<b>C.</b>	Improved behaviour of disadvantaged student’s year on year and recorded behaviour incidents of disadvantaged students in line with other students.	Behaviour incidents logged for disadvantaged students falls year on year and the gap between disadvantaged and other students narrows.
<b>D.</b>	Reading and oracy levels of disadvantaged students improve.	Outcomes for disadvantaged students improve compared to 2017-18.  Internal assessment demonstrates that reading, SPAG and

		oracy improve year on year.
<b>E.</b>	Attendance of disadvantaged students improves.	Attendance improves in line with national averages and gap between disadvantaged and non-disadvantaged closes

4. 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.					
i. 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, B, C, D, E	<p>'4 P's' strategy to be embedded in every lesson to ensure that emphasis on quality first teaching as a priority:</p> <ul style="list-style-type: none"> <li>- Plan: Plan for the students in your lesson.</li> <li>- Progress: Check progress each lesson and after each data track.</li> <li>- Point: Point a question each lesson.</li> <li>- Positive relationships: build positive relationships in your classroom</li> </ul>	<p>Quality first teaching is the cornerstone of the Academy strategy to improve outcomes for all students and especially disadvantaged students. This strategy captures the obligations in every lesson.</p> <p>EEF:            Individualised instruction (+3 months)            Feedback (+8 months)            Within-class attainment grouping (+3months)  <i>*Please see page 2 for information.</i></p>	<p>Progress of disadvantaged students will be monitored at each data track. Quality assurance of T&amp;L will demonstrate that quality of T&amp;L will improve.</p>	<p>Assistant Principal PP and T&amp;L, Deputy Principal T&amp;L.</p>	<p>Each half term and data track</p>
A.	<p>Mentors utilised to improve attitude to learning in school.</p>	<p>Disadvantaged students will benefit from regular mentoring to try and improve attitude to learning in school. In school data suggests that PP attitude to learning is lower than other students in school.</p> <p>EEF: Mentoring (+3 months)</p>	<p>Monitoring and tracking of improvements in attitude to learning complete at regular intervals.</p>	<p>Assistant Principal, HoY, DoA</p>	<p>Termly</p>
B.	<p>Data manager to develop effective assessment tracking</p>	<p>Data analysis is timely and in depth, so as staff can be held to account, interventions</p>	<p>Interventions in place are monitored to ensure raise achievement of target</p>	<p>Deputy Principal, DoA, Data team</p>	<p>Data check points</p>

	and monitoring processes to inform subject level and whole school interventions.	can be put in place and evaluated to ensure they are effective	students.		
B.	Weekly staff CPD to improve teaching and learning in every classroom. This is the key focus for the Academy in order to improve outcomes for DD students.	Improve teaching in every classroom to ensure that all students achieve good quality first teaching. As a result, progress of disadvantaged students will improve.	Quality assurance indicates that the quality of teaching allows students to make good progress in the majority of lessons across the school	Deputy Principal, SLT, HoD	Termly formal QA process
B	High quality feedback is given to every student in every lesson.	High quality verbal and written feedback will lead to accelerated progress of disadvantaged students in every lesson.  EEF: Feedback (+8 months)	QA will evaluate is this is happening in every lesson and progress of disadvantaged students should accelerate.	Deputy Principal, Assistant principal, HoD	QA cycle and regular learning walks.
B.	Class seating plan	Ensure every teacher knows which students are disadvantaged. This will allow for first wave intervention to take place in the classroom. In-school training given to teachers to ensure seating plans are utilised.  EEF: Individualised instruction (+3 months)	Seating plans will be available in every lesson and will be evaluated as part of the quality assurance process.	Deputy Principal	Termly formal QA process.
B.	Access to SISRA	Every department across the school to have access to SISRA to ensure that first wave interventions can take place where appropriate.	Interventions in place are monitored to ensure raise achievement of target students.	Deputy Principal, DoA, Data team	Data check points
B.	Curriculum review to ensure adequate provision for all students.	A review of the curriculum to ensure that the courses offered to disadvantaged students is appropriate and ensures successful outcomes. Studying subjects in which they are successful will raise aspirations and allow for success post-16 qualifications.	Close tracking of predicted outcomes in KS4 to ensure progress is being made.	Deputy Principal, Assistant Principal, DoA	Termly data collection track
B.	GL reading tests.	Student needs will be identified through the GL reading assessment in year 7 so that additional support can be put in place	Progress of disadvantaged students accelerates and improves at each assessment point.	Assistant Principal.	Data entry track.



		<p>where appropriate.</p> <p>EEF: Reading comprehension strategies (+5 months)</p>			
B	<p>PiXL subscription and development of Diagnosis, Therapy and Testing strategy.</p>	<p>PiXL strategies to be implemented across the school. PiXL have a proven track record of improving outcomes for the schools they work with. Disadvantaged students encouraged to use</p> <p>EEF: Mastery Learning (+5 months)</p>	<p>Outcomes and progress for disadvantaged students improves.</p>	<p>Assistant Principal.</p>	<p>Termly</p>
	<p>Using outside agencies to support behaviour issues, mentoring and increasing aspiration.</p> <p>The two agencies in particular that will work with the Academy are Remedy and Thinking for the Future.</p>	<p>External agencies will provide bespoke, specialist support for disadvantaged students through a variety of strategies in order to improve behaviour and aspirations.</p> <p>EEF: Behaviour interventions (+3 months)</p>	<p>Tracking and monitoring behaviour of target students to ensure that behaviour improves.</p>	<p>Deputy Principal responsible for behaviour</p>	<p>Half termly</p>
C.	<p>Resolution room.</p>	<p>Resolution room in place to give students the opportunity to resolve an issue in school rather than face exclusion. Activities to take place to ensure that repeat offending is low. FTE are reduced which improves attendance and also behaviour for learning in the classroom</p> <p>EEF: Behaviour Interventions (+3 months)</p>	<p>Repeat offending is low of students who are in the resolution room. Behaviour incidents and records of number of disadvantaged students in the resolution room falls each half term. FTE of disadvantaged students falls year on year and term on term.</p>	<p>Deputy Principal, Assistant Principal, BST</p>	<p>Half termly review</p>
C.	<p>In-school Alternative Provision.</p>	<p>To engage and educate students who have been removed from mainstream education by providing alternative provision. Aiming to provide students with more 1:1 intervention and support them to make the right decisions for post-16 education. This</p>	<p>Outcomes for students at Alternative Provision are higher than the national average for students who are permanently excluded.</p>	<p>Assistant Principal (TKE), RJO, Deputy Principal.</p>	<p>Termly</p>

		will allow disadvantaged students who are disengaged with education a better opportunity to success and fits in with school inclusion policy.  EEF: Behaviour Interventions (+3 months)			
C.	Cover supervisors	Disadvantaged students benefit from consistent teachers, if staff are absent cover supervisors used to ensure progress gaps don't open	Disadvantaged and non-disadvantaged gaps across subjects are minimised and continue to close.  SLT link to oversee all cover requirements	Assistant Principal	Half termly
A.	Rewards system	Weekly/ termly rewards assemblies that celebrate achievement, attendance and behaviour. Improved aspiration and recognition of model performance	Disadvantaged and non-disadvantaged gaps across subjects are minimised and continue to close. Rewards focus on disadvantaged students and data demonstrates no gaps in achievement between disadvantaged and non-disadvantaged students	Assistant Principal, rewards	Weekly/ Half termly
B.	Visualisers/ WTM	Modelling of example answers in lessons and in WTM support disadvantaged students in demonstrating good practise  EEF: Feedback (+8 months)	Disadvantaged and non-disadvantaged gaps across subjects are minimised and continue to close	Assistant Principal, outcomes. Deputy Principal, T&L, HoD's	Calendared QA cycle, calendared WTM
<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>
A.	Counselling	1-1 sessions with students where there is an EMSh concerns to reduce barriers that they face in the classroom (and outside of	Attitude to learning and attendance of target students improves.	Deputy Principal, HoY, DHoY	Half termly review

		school).			
A.	Breakfast Club	<p>A number of disadvantaged students do not have access to a calm place for self study and many do not have breakfast before they attend school. A breakfast club has been set up for students with a special educational need since September and will be in place for all other students in January 2019.</p> <p>EEF: Homework (+5 months)</p>	Attitude to learning and attendance of target students improves.	Assistant Principal, SENCO, DoA	Termly data entry track
A and B.	Careers Lead	<p>Assistant Principal responsible for careers in place which will allow for bespoke careers guidance and experience.</p> <p>Ensure disadvantaged students take part in visits to local colleges, sixth form, universities and career fairs to build aspirations and ensure high quality CEIAG. This will in turn impact on disadvantaged students' performance across their subjects.</p>	<p>Destinations of disadvantaged students improves to include more students who are studying at post-16.</p> <p>Number of NEET to be low.</p>	Assistant Principal, HoY	Termly review of actions with annual review of overall success.
B.	Small group tuition in English, maths and science.	<p>Targeted small group tuition where progress a concern for disadvantaged students in year 11. This will improve outcomes in key subjects and raise aspirations as a result. Subject specialist teachers employed specifically to deliver this.</p> <p>EEF: Small group tuition (+4 months)</p>	Progress of students targeted improves at each data point.	Deputy Principal, Assistant Principal, HoD.	Weekly RAB meetings and termly data entry tracks
B.	PiXL independence	<p>PiXL independence resources printed and given to all disadvantaged students for them to work independently on as homework in yr11.</p>	Progress of disadvantaged students improves at each data track. Evidence demonstrates that PiXL independence is utilised effectively by number of	Assistant Principal	Termly data entry track

		EEF: Homework (+5 months)	active users.		
B.	HPA strategy	Strategy to target disadvantaged HPA to run throughout the year.  EEF: Parental involvement (+3 months) Mentoring (+1 month)	Progress of HPA improves at each data track	Assistant Principal, DoA	Termly data track
B.	Nurture class in year 7	Small group work with students who find it difficult to access curriculum due to SEN. Supports transition from Primary to secondary school and accelerates progress.  EEF: Small group tuition (+4 months)	Progress of target students improves rapidly.	Assistant Principal	Termly data track
C.	The Bridge	The Bridge provides bespoke intervention for students where behaviour is consistent concern. This provides an environment for these students to work in small groups by specialist teachers in order to reduce fixed term exclusions and avoid the possibility of a move to alternative provision.  EEF: Behaviour interventions (+3 months) Mentoring (+1 month) Small group tuition (+4 months)	Reduced FTE and better progress for target students.	Deputy Principal, Assistant Principal.	Half termly reporting.
A.	Enrichment activities across KS3 and KS4	Allow disadvantaged students to engage in educational visits and enrichment activities to impact on behaviour and progress in class.	Disadvantaged and non-disadvantaged gaps across subjects are minimised and continue to close	Assistant Principal, outcomes. HoYs	Half termly
B.	Funding to support KS4 DD students with buying ingredients for NCFE Food and Cookery	In the past disadvantaged students have avoided practical's/ choosing food due to financial constraints.  EEF: Outdoor adventure learning (+4 months)	Disadvantaged students to participate fully in food practical's	HoD for D&T	Calendared practical lessons

B.	Revision packs	Providing high quality resources for DD students including revision books, HAP packs and tip lists.  EEF: Homework (+5 months)	DD/ NDD gaps across subjects are minimised and continue to close	Assistant Principal, outcomes. DoA yr11	Termly
<b>iii. Other approaches</b>					
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.	Literacy focus in yr7 and 8	DEAR implemented in KS3 to ensure every student spends time reading each week. Library at both GC1 and GC2 stocked with additional books to encourage reading.  EEF: Reading strategies (+5 months)	Assessment data indicates that reading levels improve in KS3.	Assistant Principal	Assessment data point.
D	PiXL debate	Develop oracy across the curriculum and have the opportunity to demonstrate high levels of oracy in every lesson. This is a focus in KS3.  EEF: Oral language interventions (+5 months)  Oracy Curriculum; tests undertaken by the University of Cambridge using the prototype Oracy Assessment Toolkit developed for this project provided an indication that the intervention had a positive impact on students' oracy skills.	Oracy is developed in every classroom through questioning	Assistant Principal T&L	July 2019
A	Sixth Form taster day	Disadvantaged students targeted to ensure that they are involved in a taster session for Sixth Form. This will help raise aspirations and reduce NEET's.	Number of disadvantaged students who attend Sixth Form increases.	Assistant principal	January 2019
C.	Year 6 transition project driven	Disadvantaged students often start in yr7	Gaps in recorded behaviour points	Assistant	Termly and review after transition.

	by Assistant Principal.	behind other students in relation to academic performance. Support with transition will help to reduce the gap. Students with behaviour concern identified and intervention agreed so to help reduce exclusions.  EEF: Behaviour intervention (+3 months)	diminish between disadvantaged students and other students.	Principal	
C.	Assistant Principal responsible for behaviour	Behaviour points and exclusions for disadvantaged students is higher than other students. A focus on disadvantaged students and a strategic approach to improving behaviour implemented.  EEF: Behaviour intervention (+3 months)	Gaps in recorded behaviour points diminish between disadvantaged students and other students.	Assistant Principal, HoY	Half termly
D.	Attendance telephone text system	Text messages are sent to parents of disadvantaged students when they are absent with a follow up phone call. The immediacy of the text message allows poor attendance to be tackled quickly and effectively.  EEF: Parental involvement (+3 months)	Attendance of disadvantaged students improves in line with other students.	Assistant Principal, Lead attendance officer	Termly
D.	Lead Attendance Officer/EWO	Lead Attendance Officer will ensure consistent practice of attendance across different sites. Where the attendance of disadvantaged students falls, intervention will be put in place to support the improvement of attendance. Where there are family concerns which are impacting on attendance, further support and guidance will be given.  EEF: Parental involvement (+3 months)	Attendance of disadvantaged students improves in line with other students.	Lead attendance officer, Assistant Principal.	Half termly
D.	Attendance lead in each year group	Attendance lead in each year takes a strategic approach to improving	Attendance of disadvantaged students improves in line with other	Lead attendance officer, Assistant	Half termly

		attendance of disadvantaged students in their cohort.  EEF: Parental involvement (+3 months)	students.	Principal	
A, B, C, D, E	Research-led interventions in every department.	Ring-fenced funding available for in school projects aimed at increasing progress and outcomes for disadvantaged students utilising current research available to inform planning.  EEF: This will impact a number of EEF strategies across the year. Pilots will be evaluated before full implementation.	Projects realised demonstrate positive impact on outcomes for disadvantaged students.  Progress of disadvantaged students improved overall.	Assistant Principal, HoD	Half termly (or at end of specific project)
A, B, C, D, E	To improve communication and relationships with disadvantaged parents using; Twitter, Progress Evening.	Parents encourage students to help raise aspirations and standards of behaviour.  EEF: Parental involvement (+3 months)	Monitor attendance at Progress Evening of parents for disadvantaged students. The gap in attendance between disadvantaged and non-disadvantaged diminishes.	Assistant Principal, HoY	Progress Evening on the calendar
A, B, C, D, E	Progress evenings, supporting success evening, HPA's evening.	Encourage parents to come into school and hear feedback from subject teachers. Support both students and parents in ensuring they are equipped with strategies to support their child through school  EEF: Parental involvement (+3 months)	Increased attendance at relevant evenings	Assistant principal, outcomes. HoY and DoA across all year groups	After each calendared event
B.	Water and breakfasts on the day of exams for students.	Past experience and feedback indicates that many students do not prepare for exams in the correct way in terms of food and drink. Providing this ensures students are best prepared to concentrate in exams.	Student feedback on how prepared they felt after their exam	Assistant principal, outcome. HoY and DoA for yr11	Calendared exams
D.	Embedding Literacy Leader	Improvements in literacy and oracy across the curriculum will accelerate learning of all students	Reading levels of students to increase, particularly in KS3. Disadvantaged and non-disadvantaged progress gaps across subjects are minimised and continue to close	Literacy Leader, Librarian, HoD English, Assistant Principal, KS3	Termly

D and E.	Non-teaching DHoY	<p>DHoY to make first day contact with disadvantaged students when they are absent and participate with the absent management process when it escalates by working with parents. DHoY to proactively support improved behaviour and to monitor pastoral barriers to learning.</p> <p>EEF: Parental involvement (+3 months) Behaviour intervention (+3 months)</p>	Attendance gaps between disadvantaged and non-disadvantaged to close in each year group. Attendance of disadvantaged cohorts to improve from the previous year	Assistant principal, attendance. HoY, DHoY and DoA across all year groups	Half termly
<b>Total budgeted cost</b>					<b>£965,677</b>



Review of expenditure				
Previous Academic Year: 2017-18				
Quality of teaching for all				
Desired Outcome	Chosen action	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
Improved behaviour of disadvantaged student's year on year and recorded behaviour incidents of disadvantaged students in line with other students.	Behaviour mentor attached to each year group, Resolution room (IEU), Alternative Provision, The Bridge, Assistant Principal responsible for behaviour.	<p>Fixed term exclusions have fallen at the GRC for disadvantaged students year on year.</p> <p>Days lost to exclusion for disadvantaged students has reduced by 11.5% at the GRC.</p> <p>53% of internal exclusions were disadvantaged students.</p> <p>DD students were awarded 8% fewer achievement points than NDD. This figure will be used as a benchmark for 2018-19 as before this achievement points were not awarded on SIMS.</p>	<p>The strategies have been successful in improving behaviours of students especially at GRC. The strategies listed will be refined and best practice shared, to ensure that further progress is made in 2018-19 at both the GRC and RRC.</p> <p>The role of the behaviour mentor has been reviewed and behaviour support will be delivered by Remedi rather than in-house behaviour mentors. Evaluation suggested that academic intervention had a bigger impact important to DD students as behaviour intervention. Full-time mentors will therefore have an academic focus at both RRC and GRC.</p> <p>RRC will reassign responsibility to an Assistant Principal who will lead on PP in line with GRC.</p>	£433,069
Improved progress and attainment of all disadvantaged students.	Literacy focus in yr7 and 8, SAM Learning, Small group tuition in English, maths and science. Careers Lead, develop more effective data tracking processes, staff INSET and CPD on T&L, development of feedback policy, Seating plans in place in every classroom	<p>Progress for DD pupils improved from -0.54 in 2016-17 to -0.43 (-0.17 excluding students at risk of permanent exclusion – 5 students) in 2017-18 at GRC. This demonstrated that interventions are working but need refining to ensure progress rapidly improves further at both GRC and RRC.</p>	<p>Strategies to improve T&amp;L have generally been successful especially at the GRC. These strategies will be developed further and a consistent approach will be implemented across both sites to ensure development of T&amp;L and outcomes.</p>	

		<p>Initial estimates suggest that progress of disadvantaged students will be in-line with national averages at GRC with a P8 score of -0.4 (although would be significantly above average if outcomes of students at risk of permanent exclusion are removed - -0.17). This suggests strategies are working and should continue into next academic year.</p> <p>RRC progress 8 score was below national average, however, if student at risk of permanent exclusion were removed from the data, they are just below national at -0.54.</p> <p>Quality of teaching has improved which has been evidenced through internal and external moderation.</p>	<p>SAM learning has not been utilised and has demonstrated limited impact and therefore will not be used in 2018-19. Subject specific programmes may be used following a pilot of Ezy education in science in the summer term.</p> <p>In order to continue to improve T&amp;L across the Academy strategies that have worked at GRC will be shared across site at RRC.</p> <p>External tuition in English demonstrated limited impact at GRC and more progress was made when students were given additional small group tuition by their own teacher. No external tuition will continue in English and intervention will be led by the class-teacher.</p>	
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**Targeted Support**

Desired Outcome	Chosen action	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
High personal aspirations and expectations of all disadvantaged students highlighted by improved attitudes to learning.	Intervention mentor, Counselling, Breakfast Club, Careers Lead, HPA Raising Achievement Evening and SLT mentoring, Nurture class in year 7, The Bridge	<p>ATL has improved across the Academy. Disadvantaged students average ATL was 2.7 and for non-disadvantaged 2.9. Therefore ATL of disadvantaged students is broadly in line with other students.</p> <p>98.1% of students across both campuses are in education, training or employment after</p>	A number of strategies have proven to be successful and will continue into 2018-19 and impact has been positive especially at GRC. These strategies will be developed further across both sites to ensure that they are consistently applied across all year groups and campuses within the Academy. Further development of the T&L strategy	£301,826

<p>Improved progress and attainment of all disadvantaged students.</p>	<p>Intervention mentor, SAM Learning, HPA Raising Achievement Evening and SLT mentoring, Small group tuition in English, maths and science,</p>	<p>leaving school in the summer of 2018. Only 3% (7 students) are classified as NEET.</p> <p>Analysis of the number of rewards points given out this academic year illustrate that 43% of achievement points were distributed to DD students.</p> <p>All students will leave the Academy having taken part in a work experience placement.</p> <p>Targeted interventions were successful this year as evidenced at each data track. Bespoke pastoral interventions were logged and tracked. Strategies were implemented more successfully at GRC.</p>	<p>into 2018-19 will ensure that progress of DD students continues to rise at GRC and rapidly improves at RRC.</p> <p>NEET data is positive so pathways strategy will continue.</p> <p>SLT mentoring pilot at GRC was part of strategy to improve outcomes of HAP students to which there was a positive outcome. However, the impact of the particular programme can be developed further to create further gains. The process of this intervention will be reviewed and a second trial will be implemented this year at both GRC and RRC.</p> <p>Targeted interventions were more successful at GRC. Close collaboration between the two sites will work to develop the strategies further and ensure successful implementation.</p> <p>Parental engagement needs to be developed further to ensure all parents engage with school and especially parents of disadvantaged pupils.</p>	
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<b>Other Approaches</b>				
Desired Outcome	Chosen action	Estimated impact: Did you meet the success criteria?	Lessons learned	£145,847
Improved attendance of	Literacy focus in yr7 and 8,	Attendance of DD students is still	A number of strategies have	

<p>disadvantaged students.</p> <p>High personal aspirations and expectations of all disadvantaged students highlighted by improved attitudes to learning.</p>	<p>Rewards to embed the respect agenda across the whole school, Year 6 transition project driven by Assistant Principal, Assistant Principal responsible for behaviour, Attendance telephone text system, Lead Attendance Officer/EWO, Attendance lead in each year group, To improve communication and relationships with disadvantaged parents using; Twitter, Progress Evening</p>	<p>lower than that of NDD. However, their attendance has improved when compared to 2017-18</p> <p>Attendance at Progress Evening was good. Parental engagement has helped to engage DD students although is still an area for improvement.</p> <p>Year 6 transition programme developed and successfully implemented. Feedback from parents has been positive in relation to the programme.</p> <p>All students in yr10 have completed work experience.</p>	<p>proven to be successful and will continue into 2018-19. However, these strategies will be developed to ensure that they are consistently applied across all year groups and sites in the Academy. Further development of the T&amp;L strategy into 2018-19 will ensure that progress of DD students continues to rise.</p> <p>Questionnaires from pupils involved in work experience demonstrate an increase in aspiration. This will continue into 2018-19. NEET data is positive so pathways strategy will continue.</p> <p>Attendance strategies have been successful especially at GRC. Bespoke strategies will continue to be implemented at GRC and refined at RRC.</p> <p>An assistant Principal will be reassigned at RRC to lead and be responsible for attendance.</p> <p>Further parental engagement needs to be developed at both GRC and RRC this academic year.</p>	
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