

Pupil Premium Development Plan (PPDP)

2018-2019 Academic Year

Astrea Academy Dearne

Adam Stead: Assistant Principal – Maths and Disadvantaged Outcomes

Pupil Premium is additional funding given to schools to enable them to support disadvantaged pupils, maximise their progress and close the attainment gap between them and their peers. A key challenge for the school is to support students who are eligible for Pupil Premium funding. Our priority is to ensure that all disadvantaged students, including those who are performing well, are supported and challenged by adopting a personalised approach to ensure that their progress and attainment is maximised. The DfE has no particular view on using the Pupil Premium funding on whole-school initiatives as long as the progress and attainment gap is closing between the highest and lowest achieving pupils, within a school context of generally improving attainment. The DfE and Ofsted are unanimous in their belief that Pupil Premium funding can be spent ‘where school leaders feel it is most needed’ as long as every effort is taken to ensure that all students, regardless of their background or ability, is given the opportunity to excel academically.

Financial Information Summary

(school type)	Astrea Academy Dearne
Academic Year	2018 - 2019
Total number of pupils	1040
Number of pupils eligible for Pupil Premium	545
Percentage of Ever6/LAC/Service	52.4%
Total budget allocated from the DFE	£483395
Total budget allocated for Pupil Premium	£532751
Last external PP review	June 2017
Next external PP review	Marc Rowland - 20 th March 2019
Last internal PP review	September 2018
Upcoming internal PP reviews	February 14 th 2019
	April 12 th 2019
	May 24 th 2019
	July 8 th 2019
	September 2019

School Evaluation of Current Attainment and Progress (for pupils eligible for PP funding)

<p>Students' achievement</p>	<p>Strengths</p> <ul style="list-style-type: none"> ⊕ Progress of disadvantaged students (-0.23) above national (2017), SEND (-0.48) above national (2017). No progress gap between PP and 'other'. ⊕ The in school attainment gap between disadvantaged and 'other' has halved over the past year. ⊕ From different starting points progress in maths for disadvantaged students is above national 'all' (+0.22). ⊕ The progress of students with low prior attainment is above national average. <p>Areas to develop</p> <ul style="list-style-type: none"> ⊗ The progress of students with high prior attainment requires improvement. ⊗ Progress in English is improving but below national (best English -0.13, disadvantaged -0.22).
<p>The Quality of Teaching</p>	<p>Strengths</p> <ul style="list-style-type: none"> ⊕ Lesson structure (GRIT) ensures that time is used productively, extended writing is encouraged, tasks are clear and that students have time to reflect and review. ⊕ Quality assurance demonstrates that teaching over time is good in maths, English, science, art and photography. ⊕ Well-embedded marking policy (PARC) is effective in providing feedback that tackles misconceptions, builds upon strengths and securing further learning. ⊕ Teachers regularly use assessment data to identify underachieving students and plan for them to accelerate their progress. ⊕ Catch up funding has been used well to accelerate literacy via the 'Top 20' and 'Graduate reader' programmes - average gains of up to 15 months within 1 term. <p>Areas to develop</p> <ul style="list-style-type: none"> ⊗ Outcomes do not yet fully reflect the quality of teaching over time. ⊗ Inconsistencies remain in some subject areas including humanities and some open basket subjects.

<p>Behaviour and Safety</p>	<p>Strengths</p> <ul style="list-style-type: none"> ⊕ Attitudes to learning are good and improving, they are monitored effectively and regularly. ⊕ Attendance is improving (0.33% improvement for all, 0.44% improvement for disadvantaged). ⊕ The attendance gap between disadvantaged and other has decreased by 0.4% ⊕ Safeguarding arrangements in school exceed government requirements. ⊕ External accreditation for healthy eating and parental partnership. ⊕ External services promote and support well-being. <p>Areas to develop</p> <ul style="list-style-type: none"> ⊗ Persistent absence has not yet reduced to be in line with national ⊗ Attendance of PP pupils still needs to improve further ⊗ Fixed term exclusions remain high due to consistent application of policy and a cohort of repeat offenders.
<p>Leadership and Management</p>	<p>Strengths</p> <ul style="list-style-type: none"> ⊕ The school has effectively dealt with and substantially improved AFIs in English, disadvantaged and Low PA students. ⊕ Systematic challenge by governors has led to significant uplifts in outcomes for disadvantaged students (P8 now -0.24) (no progress gap) and those entitled to year 7 literacy and numeracy catch-up funding (P8 now +0.46). ⊕ Leaders and governors set high expectations and challenging targets for all students and staff (average target grade 1 above national average, faculty targets set between FFT 50 and FFT 5). <p>Areas to develop</p> <ul style="list-style-type: none"> ⊗ Teaching is not yet highly effective enough across school to secure outstanding outcomes. ⊗ Relationships between staff and pupils are not yet exemplary on a fully consistent basis.

Overview of in school barriers (issues to be addressed in school)

A	Disadvantaged join the school with weaker than average literacy skills.
B	Disadvantaged students have less resilience and determination to complete work.
C	Disadvantaged students are likely to undervalue education and have lower personal goals than other students.

Recommended foci carried forward from the PPDP review 2018

1. Continue to improve attendance and lower persistent absence of disadvantaged students
2. Reduce the attainment gap further thus improving progress of disadvantaged students to be above 'other' (but not at the expense of 'other').
3. Narrow the gap within the basics 5+ and 7+ measure.
4. Accelerate the progress of disadvantaged students with high prior attainment

Desired Outcomes and Success Criteria 2019

Desired Outcomes		Success Criteria	Hard Targets
A	Improve the outcomes of disadvantaged students, particularly those with high prior attainment. Focus on progress to improve attainment.	PP progress > other progress PP Vs Other attainment gap narrowed Basics 5+ and 7+ gaps narrowed HPA PP A8 and P8 gaps narrowed Vs HPA other	PP P8 score to be equal to or greater than 0.1 higher than P8 of NPP Basics 5+ gap to narrow from 16% to less than 10% Basics 7+ gap to narrow from 3.1% to less than 2% HPA P8 gap to narrow from 0.07 to 0. A8 gap to narrow from 2.3 to less than 1.
B	Improve attendance, lower persistent absence and lower fixed term exclusion gaps.	PP attendance (and gap Vs other) improves (narrows) PP persistent absence (and gap Vs other) lowers (narrows) FTE PP Vs FTE other gap narrows	PP attendance to increase to 93%. PP attendance gap to narrow to less than 3% To reduce to FTE gap by 10%
C	Linger over language: Improve literacy (reading, writing and oracy) of disadvantaged students.	Reading age gaps narrow Reading speed gaps narrow Spelling age gaps narrow English spoken assessment grades improve	N/A – specific to certain cohorts in Desired Outcome C.
D	Improve student wellbeing and the resources available to them	More students organised and prepared for each school day to be actively engaged	N/A

Disadvantaged Success Tracker

Key

	On track to exceed target
	On track to meet target
	Not on track to meet target

Measure (in school PP Vs Other gaps)	Outcome 2018 (Gap)	December 20 th 2018	February 14 th 2019	April 12 th 2019	May 24 th 2019	July 8 th 2019	September 2019
Attendance	92.26 (-3.14)	91.5 (-4.51)					
PA		24.12% (12.12%)					
FTE (pupils)	115 (46%)	66 (58%)					
Repeat FTEs (pupils)	67 (18)	39 (10)					
Y11 P8	-0.25 (0)	-1.0 (-0.34)					
Y11A8	36.7 (-5.3)	29.4 (-10)					
Y11 English Att	8.16 (-1.17)	7.58 (-1.82)					
Y11 Maths Att	7.74 (-1.29)	6.51 (-1.83)					
Y11 EBacc Att	9.22 (-1.98)	8.21 (-2.99)					
Y11 Open Att	11.57 (-0.91)	8.49 (-2.8)					
Y11 Girls Att	37.0 (-7.9)	31.6 (-10.6)					
Y11 SEND Att	25.3 (1.1)	17.1 (-3.5)					
Y11 LAC Att		23.0					
Y10 A8	27.5 (-7.0)	24.3 (-6.7)					
Y9 A8	23.4 (-2.6)	18.7 (-6.9)					
Y8 A8	19.1 (-3.9)	15.8 (-4.4)					
Y7 A8	14.0 (-3.9)	15.1 (-2.6)					

Desired outcome A: Improve the outcomes of disadvantaged students, particularly those with high prior attainment. Focus on progress to improve attainment.

KPIs: Outcomes measures (P8, A8, Basics 5+, English/Maths/EBacc/Open basket scores, Y7/8/9/10 A8)

Review notes February 14 th 2019
Review notes April 12 th 2019
Review notes May 24 th 2019
Review notes July 8 th 2019
Review notes September 2019 (outcomes)

Pupil Premium Development Plan (PPDP) 2018–2019

Chosen Approach	Evidence base / research behind approach	Intended Impact	Allocated Budget	Actual spend to date
Online learning resources <ul style="list-style-type: none"> • Class Charts [LHN] • GCSE Pod [DBH] • PiXL Apps / Strategies [BHY] 	EEF Homework +5 EEF Digital technology +4	Teaching staff have access to a greater range of tools to track and drive progress	£11920	£11920
'Grade-watchers' programme used to motivate high prior attaining students in year 11. [LHS]	School initiative	High PA PP students achieve at least in line with their peers	£2000	£1306
Highlighting disadvantaged students at risk of underachieving (half termly) and putting measures in place to improve the outcomes for each and every individual. [ECD]	School intervention strategies	Improved Y11 PP outcomes	£5000	£5005
CIAG Careers and Support 0.5 of Careers Lead and Senior CIAG Manager	EEF Toolkit strand - Aspiration interventions	Ensure our PP pupils get the correct information and guidance to be educated when they leave school. Improved PP NEET figure.	£37848	£37848
Total Amount			£56768	£56079

Desired outcome B: *Improve attendance, lower persistent absence and lower fixed term exclusion gaps.*

KPIs: Attendance, PA, FTE and persistent FTE figures

Review notes February 14 th 2019
Review notes April 12 th 2019
Review notes May 24 th 2019
Review notes July 8 th 2019
Review notes September 2019 (outcomes)

Pupil Premium Development Plan (PPDP) 2018–2019

Chosen Approach	Evidence base / research behind approach	Intended Impact	Allocated Budget	Actual spend to date
<p>Pastoral Support Team Each HOY salary is allocated according to PP pupils in that year group- ranging from 0.5 to 0.54. AHOY full allocation as primary role is to improve PP attendance. Bridge is full allocation due to PP numbers accessing support. Admin fully allocated as pastoral and safeguarding.</p>	<p>The newly structured pastoral team is critical in supporting our PP cohort. The team works to support the attendance, behaviour and safeguarding of all PP pupils in their cohorts. Specific work around increasing attendance, reducing PA, reducing the number of on-calls and Fixed Term Exclusions of PP pupils is to be led by The Director for Attendance, Behaviour and Learning.</p>	<p>To improve the attendance of PP children. To reduce the number of FTE for PP pupils and the number of on-calls. To ensure support packages are put in place for PP pupils ensuring they remain in lessons and make progress in line with their peers.</p>	<p>£108520 (HOY) £49373 (Ass HOY) £58504 (Bridge) £21817 (Admin)</p>	<p>£238,214</p>
<p>Behaviour workers Fully allocated due to level of work and support of PP pupils in their role.</p>	<p>PP pupils are mentored and supported in lessons and in extra intervention sessions.</p>	<p>To ensure the PP students who receive additional mentoring from the behaviour workers have less removes than previous years.</p>	<p>£89067</p>	<p>£89067</p>
<p>Education Welfare Support 5 days of extra support allocated to improve PP attendance</p>	<p>EWO to work with the school 5 days a week. EWO to work with referred students with low attendance ensuring additional support is put in place for the most vulnerable students in terms of attendance.</p>	<p>The attendance gap between PP and other to be narrowed. To ensure our PA children have the correct support and Local Authority prosecution is utilised to boost attendance figures of PP children and reduce PA.</p>	<p>£22300</p>	<p>£10308</p>
<p>Attendance 'Be Here Weeks' & 100%</p> <p>PA Contracts</p>	<p>From the attendance data last year it is evident a structured approach in relation to the PA of students was not in place. A number of initiatives throughout the year will monitor this closely and support this in moving towards national figures.</p> <p>Five PP students in PA from the first term from each year group to be tracked and monitored termly by their HoY. These students and parents will sign an</p>	<p>Rewards based initiative allowing PP students to be mentored throughout the year to ensure students move out of PA as quickly as possible.</p> <p>Ensure the 25 monitored students move and remain out of PA. These students will contribute towards 2.4% of the whole</p>	<p>£1500</p>	<p>£1122</p>

Pupil Premium Development Plan (PPDP) 2018–2019

<p><u>'Texting Our Way to Great Attendance'</u></p>	<p>attendance contract and meet termly to measure the impact and be rewarded.</p> <p>A new pilot scheme to raise the attendance of PP in both year 7 and 8. These students will receive a text message to their mobile phones each day to encourage school attendance.</p>	<p>school PA figure if they remain below 90%.</p> <p>Increased attendance of the students with a primary aim of moving them out of PA.</p>		
<p><u>Catering</u></p>	<p>Extra staff funding to ensure PP pupils can access the extra catering put in place for them on a daily basis. This will help to support their diet, learning and mental well-being.</p>	<p>Increased number of students making a positive and better start to the school day</p>	<p>£13888</p>	<p>£13888</p>
<p>Total Amount</p>			<p>£388499</p>	<p>£352599</p>

Desired outcome C: *Improve literacy (reading, writing and oracy) of disadvantaged students.*

KPIs: Reading ages, spelling ages, reading speeds

Review notes February 14 th 2019
Review notes April 12 th 2019
Review notes May 24 th 2019
Review notes July 8 th 2019
Review notes September 2019 (outcomes)

Pupil Premium Development Plan (PPDP) 2018–2019

Chosen Approach	Evidence base / research behind approach	Intended Impact	Allocated Budget	Actual spend to date
NWE to attend 'Closing the Vocabulary Gap' CPD on 30.11.18 to consider a whole school approach on teaching new vocabulary to students.	<i>By 18 months of age, children from disadvantaged families are already several months behind more advantaged children in language proficiency (Anne Fernald).</i>	Meet the requirements for increased rigour in reading, writing and SPaG and academic vocabulary demands for the new GCSE specifications Improve reading and spelling ages	£11778	£11063
Use of PiXI Unlock/ Vocapp as a whole school approach (Idioms in assemblies- ASD) (Vocapp-HKK)	As above	Boost vocabulary knowledge Increase a learner's ability to connect vocabulary across the curriculum Improve reading and spelling ages	£195	£195
Y7 and Y8 Top 20 and GRP Literacy interventions targeted at PP students who come in with a score under 100	Ensuring similar/ improved starting points for KS3 PP students compared to Non-PP students	Improve reading ages Improve spelling ages	£0	£0
Y9 and Y10 Sound Training Lexonik targeted at Y9 PP high attaining girls and Y10 PP Grade 4-5 students	Students rely on their visual memory to read new vocabulary which is not always successful. Sound Training builds a student's etymological understanding and aural memory.	Improve reading ages Improve spelling ages Improved reading speed	£9000	£9000
HLTA Staffing (Literacy) Full allocation supporting PP pupils in Athena and other interventions	EEF - Small group tuition (+4) compared to Teaching Assistants (+1)	Progress of pupils in HLTA areas improves and gap narrows between their peers.	£21226	£21226
Shakespeare CPD and Performances	Annual strategy to enhance subject knowledge of English Literature students	Improved English Literature outcomes	£4105	£4105
Total Amount			£46304	£45589

Desired outcome D: *Improve student wellbeing and the resources available to them*

Chosen Approach	Evidence base / research behind approach	Intended Impact	Allocated Budget	Actual spend to date
Healthy Eating	National '5 a day' programme.	Growth and development, boosting vitality and reducing the risk of chronic diseases. Help mental well-being	£880	£354
Financial Assistance/Alternative Provision	Individualised instruction (+3) Outdoor Adventure Learning (+4) Social and emotional learning (+4)	To support PP pupils with assistance for learning materials or to access an alternative provision to reduce FTE, increase attendance and personalise and improve their outcomes.	£30000	£17450
Non-Curriculum Activities (including Angling)	EEF Toolkit strand - sport participation (+2)	Increase education engagement and attainment and engage in additional learning activities	£8800	£8348
Clothing & Uniform	EEF Toolkit uniform (0)	Development of whole school ethos to support discipline and motivation. More students feel accepted in to the school ethos.	£1000	£848
PPOPPs (Pupil Premium One Page Profiles) - Teacher knowledge of key students - QA use of profiles	Behaviour interventions (+3) Individualised instruction (+3) Learning styles (+2)	Key disadvantaged students make better progress and better relationships formed between teachers and students	£500	£500
Mentoring & Peer Tutoring - Linking Y11/10 students with KS3 peers to close key skills gaps	EEF Toolkit Strand (+5)	Develop student independence, responsibility and subject knowledge	£0	£0
Total Amount			£41180	£27500

Financial Summary

Desired Outcome	Allocated Budget	Actual Spend to Date
A	£56768	£56079
B	£388499	£352599
C	£46304	£45589
D	£41180	£27500
Total	£532751	£481767