



Context

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) and to students who have been eligible for FSM at any point in the last six years. Children who have been looked after continuously for more than six months are also eligible. The Service Premium is allocated to children whose parents are currently serving in the armed forces. The purpose of the Pupil Premium is to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

| University Academy Keighley | Pupil Premium Strategy | | | | | |
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| Action (what needs to be done) | Accountable (who should take action to complete) | Resources (Budget/ staffing/ time) | Intended Impact & measures (To include clear timelines and key milestones) | Monitoring (who will check progress) | Evaluation (who will check impact) | Progress & Impact (brief updates linked to AFI Key Dials) |
| Knowing the vulnerabilities of all pupils | | | | | | |
| Transition: Develop a better understanding of year 6 into 7 students before they arrive in September. | ASN/CBE /PIW Pastoral / Community Leaders | £1579 | All students visited at their primary school before the end of year 6, with a clear picture of their context and their performance data. Full contextual data on each child by 30/06/16 Shared with all staff before the end of the year with training built in to process the information. | ASN | ASN | |
| Develop a shared understanding throughout the academy of the characteristics of a vulnerable child, and the barriers to learning. | ASN | £16914 | Staff briefed at the start of each learning cycle informing them about the PP students, the gaps and how to support them. | ASN | ASN | |



| Assessment and tracking | | | | | | |
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| Tracking with a particular focus upon PP students. | MTU/ASN | £8863 | Tracking procedures to have a specific PP focus - linking to other vulnerable groups, and informing interventions moving forwards at a whole school level. | MTU/ASN | ASN | |
| Linking of attendance and achievement can be developed, for all groups of learners, but with a particular focus upon our PP cohort. | ARA/ASN | £16046 | The attendance officer will focus on closing the gap between PP and non-PP after June 2016. Reviewed weekly with week on week (rolling average) improvements expected throughout 2016/17. | ARA/ASN | ASN | |
| Monitoring and evaluating impact and analysing data | | | | | | |
| Each grade reflection meeting has a specific focus upon PP students with a clear referral system established for intervention support. | ASN/FLs | £8801 | All grade reflection session to include a specific focus upon PP learners and interventions assigned at the subject level. In place by grade collection 1 of 2016/17 - evidence of support from all subject areas. | ASN/FLs | ASN | |
| Identifying the right provision for all pupils | | | | | | |
| Careers support for all year groups | LDE/ASN | £6540 | The priority for careers interviews will be for PP students, with follow-up interviews throughout the year to raise their aspirations and targets. | LDE/ASN | ASN | |
| EAL learners are fully supported upon arrival to the academy (very high proportion PP). | CBE/AWI/S MU | £42554 | Programme of induction developed by Sep 2016 to support EAL learners at the academy. All targets established immediately, and integration into | CBE/AWI/S MU | ASN | |



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| | | | the mainstream a priority. Ongoing throughout the year. | | | |
| Developing the quality of provision | | | | | | |
| Maths mastery starting in year 7 and then working through the academy in future years. | DSA | £1987 | September 2016 launch. Accelerated progress for our year 7 learners - reviewed at each GC. | DSA | ASN | |
| Numicon training for all maths staff and applied in all lessons where numeracy concerns are identified. | DSA | £584 | Numicon built into the planning and curriculum to support the appropriate learners. Planning completed by July 2016 Evidence of progress for these learners at each grade cycle. | DSA | ASN | |
| Passport of Entitlement | VHA/ASN | £3870 | PIXLedge programme designed to give our PP students access to opportunities and experiences. First students 'graduate' from, both the PIXLedge programme and by summer 2017 | VHA | ASN | |
| Chromebooks for all students | MTU/THI/ASN | £13484 | Continue with the monitoring of the impact of the Google initiative through the Google TLR post holder and MTU. Student and staff surveys and LW, LO and progress data cross-referencing. Analysis of PP use and barriers to learning at the end of each LC. | MTU/THI/ASN | ASN | |
| ARP or equivalent for KS3, as a minimum | CWI | £7290 | Accelerated reader programme in place for Year 7 PP students and additional literacy support staff employed to intervene where | CWI | ASN | |



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| | | | appropriate to raise literacy standards. | | | |
| Developing the workforce | | | | | | |
| An extensive and thorough programme of CPD given to all staff on the use of planning to inform outstanding learning. | BAN/ASN | | CPD delivered to all staff over 2016/17. Time apportioned to SOW development in the Summer term 2016 with all SOW completed for first teaching Sep 2016. Further CPD around the use of data to plan and inform from Sep 2016. Improvement in outcomes as a result of more focused teaching and learning and a closing of the gap evident at each GC. | BAN/ASN | ASN | |
| Develop a shared understanding throughout the academy of the characteristics of a vulnerable child, and the barriers to learning. | ASN | £4960 | Staff briefed at the start of each learning cycle informing them about the PP students, the gaps and how to support them. | ASN | ASN | |
| Parental engagement | | | | | | |
| Attendance intervention worker and pastoral staff working to ensure that all students are attending. | ARA | £12945 | Attendance continues to improve but a greater focus is placed upon the gap between PP and non-PP learners. Reviewed weekly All potential PP Persistent Absentees identified and given specific priority. | ARA | ASN | |



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| Safeguarding and behaviour for learning | PAL | £91680 | <p>The team around the child will work with the attendance team, the parental engagement officers and the teachers within the school to ensure that all PP students have an equal access to education, with no barriers to learning.</p> <p>PP students identified and tracked with regards to behaviour data and safeguarding concerns (where appropriate)</p> | PAL | ASN | |
| Kirkland Rowell survey introduced | ASN/MTU | £817 | <p>Using the package of tests made available from WCAT - KR survey given to all parents in Jan 2017, with an analysis and clear actions made available for March 2017.</p> <p>This is an attitudinal survey designed to help us identify what level of support we need to offer to our PP students.</p> | ASN/MTU | ASN | |
| Parental outreach workers role re-defined to ensure we have an effective relationship with our PP families. | NMA/JDE | £32849 | <p>Parent groups and activities to engage our PP parents and inform them as to how they can best support their children. Language specific support made available in the main office by Sep 2016</p> | NMA/JDE | ASN | |
| SIMS in touch, Show my Homework and SLG operational and available to access for our disadvantaged families. | THI/MTU | £1532 | <p>Further work to ensure that all parents have access to the remote tools to monitor their child's progress.</p> | THI/MTU | ASN | |



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| | | | An assessment of the barriers to access for our PP parents and of the engagement of all/and PP parents each LC. | | | |
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Separate table for catch-up