

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	UAK				
Academic Year	2018-19	Total PP budget	£241,230	Date of most recent PP Review	June 2018
Total number of pupils	606	Number of pupils eligible for PP	241	Date for next internal review of this strategy	June 2019
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-0.36	0.13	
Attainment 8 score average			35.2	50.1	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
A.	Low levels of literacy / ability in English well below National comparator				
B.	Low levels of literacy / ability in Maths well below National comparator				
C.	Students who are eligible for PP arrive at the academy lacking resilience and aspiration				
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )					
D.	Poor attendance				
E.	Poor general ability of parents to provide effective support for their child's studies.				
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )				Success criteria	
A.	Strong levels of progress in literacy / English for Pupil Premium students			Performance of Year 11 Pupil Premium students in English at or above the National average P8 score for Non-Pupil Premium students.	

<b>B.</b>	Strong levels of progress in Numeracy in Maths for Pupil Premium students	Performance of Year 11 Pupil Premium students in maths at or above the national average P8 score for non-Pupil Premium students.
<b>C.</b>	Pupil premium students improve their resilience towards learning and improved resilience.	<p>Attendance of students in-line with non-Pupil Premium students.</p> <p>Pupils eligible for PP receive opportunities and experiences to raise their aspirations; these include enrichment activities and support. % of PP students involved in extracurricular activities to be the same as or greater than non-Pupil Premium.</p>
<b>D.</b>	Increased attendance rates for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to 8% or below.

## 5. Planned expenditure

Academic year

2018-19

The three headings enable you to demonstrate how you 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	Actions / 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?
Improved rates of progress across KS3 for pupils eligible for PP.	Improved assessment at KS3 leading to more accurate diagnosis of gaps and therefore more focused interventions.	Education Endowment Fund: -Feedback High impact for very low cost, based on moderate evidence. -Impact +6 months  Improved assessments.	Monitoring of assessment systems in place in KS3 by FL and SLT line manager to ensure they accurately reflect progress.	AP Progress, MTU, Faculty/Curriculum leaders, SLT links.	Each data collect.

<p>Improved literacy levels for identified pupils arriving at UAK in Year 7.</p>	<ul style="list-style-type: none"> <li>• Additional 1 lesson per week in literacy delivered by English teachers.</li> <li>• Pupils entering UAK with lowest literacy levels given intensive literacy support instead of MFL lessons (x2 per week).</li> </ul>	<p>Education Endowment Fund:</p> <p>-Reading comprehension strategies High impact for very low cost, based on extensive evidence.</p> <p>-Impact +6 months</p> <p>Increased opportunities for students to address basics and develop essential literacy skills in reading and writing.</p> <p>Use of accelerated reader to improve students reading age.</p>	<p>Monitoring of reading age data and interventions where required.</p>	<p>AP Progress, MTU, English teachers.</p>	<p>Each data collect.</p>
<p>Improved literacy levels for identified pupils in Year 8 and 9.</p>	<ul style="list-style-type: none"> <li>• Additional 1 lesson per week in literacy delivered by English teachers</li> <li>• Pupils in Year 8 and 9 with lowest literacy levels given intensive literacy support instead of MFL lessons (x2 per week)</li> </ul>	<p>Education Endowment Fund:</p> <p>-Reading comprehension strategies High impact for very low cost, based on extensive evidence.</p> <p>-Impact +6 months</p> <p>Modification of timetable to ensure students with low literacy levels are given additional time / support to focus on developing key literacy skills.</p>	<p>Monitoring of reading age data and interventions where required.</p>	<p>AP Progress, MTU, English teachers.</p>	<p>Ongoing throughout the year.</p> <p>Review at data collects.</p>

<p>Improved rates of progress across KS4 for pupils eligible for PP.</p>	<ul style="list-style-type: none"> <li>• Bidding system in place for available for PP funding for curriculum leads to trial strategies to improve outcomes for PP students (materials and approaches).</li> <li>• Forensic analysis of KS4 data from results in August 2018 to identify areas of curriculum who have the widest gaps for PP students and write appropriate action plans for 2018-19</li> </ul>	<p>Fund of money to address specific student needs as they arise across the course of the year.</p> <p>This can range from the purchase of specific materials or more general support to impact on learning and progress.</p>	<ul style="list-style-type: none"> <li>• Bids and strategies quality assured by SLT links</li> <li>• Impact assessment on outcomes for PP students completed by curriculum leaders</li> </ul>	<p>AP Progress, SLT links MTU, Faculty/Curriculum leaders</p>	<p>Reviewed termly</p>
<b>Total budgeted cost</b>					£72, 304

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>
Behavioural issues of SEND / PP pupils addressed to minimise impact on access to curriculum and progress.	<ul style="list-style-type: none"> <li>Review attendance, progress and behavioural statistics, with a particular focus on Eastern European, PP, Yr 10 boys</li> <li>Review 6 and 8 week intervention programmes, additional one to one mentoring sessions. Use of external cluster support where relevant.</li> <li>Early intervention with key groups/students at risk i.e. PP and SEND and higher prior attaining PP boys</li> </ul>	<p>Education Endowment Fund:</p> <ul style="list-style-type: none"> <li>-Behaviour interventions</li> </ul> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <ul style="list-style-type: none"> <li>-Impact +3 months</li> </ul> <p>Mentoring / support for students to help them catch-up and close out gaps in learning.</p> <p>Support to focus on behaviour and minimise the disruption.</p>	<ul style="list-style-type: none"> <li>Monitoring and analysis of PD data by year group leaders and i/c PD</li> <li>Refine and monitor the impact of 6-8 week programme with URE by use of monitoring and tracking records</li> <li>Interventions by year group leaders and KS3/4 progress leads to target students at risk of underachieving in individual year groups.</li> </ul>	AP Progress, MTU, English teachers.	Students reviewed termly with assessment of impact of intervention.

<p>Increased attendance rates for pupils eligible for PP in particular Eastern European/Gypsy Roma PP students</p>	<ul style="list-style-type: none"> <li>• Encouraging parents to engage with cooking classes whilst educating them with school systems in a welcoming and relaxed environment.</li> <li>• Continue with current rewards and coffee mornings, inviting PP families as well as EAL families.</li> <li>• Early intervention with key groups/students at risk</li> </ul>	<p>EWO recruited to engage with key target students.</p> <p>Family and support worker appointed to work with Eastern European students to liaise with families.</p> <p>Evidence shows a direct link between attendance and attainment and progress.</p>	<p>Maintain PP attendance tracker and identify key intervention groups</p> <p>Monitor impact of interventions suggested for 2018-19</p>	<p>Attendance Lead</p>	<p>Attendance tracked daily, weekly and termly.</p> <p>Attendance at events from key families.</p>
<p>Continue to develop effective transition / transfer of students with attendance issues from partner schools</p>	<ul style="list-style-type: none"> <li>• Support with Year 6 and 7 transition to be more proactive particularly around PP student's attendance</li> </ul>	<p>Targeting of key students with higher need to ensure effective support into the Academy.</p> <p>Identification of need and gaps in key subjects.</p>	<p>Monitor new Year 7 cohort PP students attendance closely</p> <p>Monitor new Year 7 cohort PP students attendance closely</p>	<p>ARA, NMD, KS3 progress lead</p>	<p>Summer term</p>

<p>Improve progress in reading, writing and Mathematics for Year 7 students eligible for PP.</p>	<ul style="list-style-type: none"> <li>• ARP &amp; Success in Maths scheme</li> <li>• Continuation and development of ERIC during form times</li> </ul>	<p>Education Endowment Fund: - Mastery learning Moderate impact for very low cost, based on moderate evidence. -Impact +5 months</p> <p>Education Endowment Fund: -Reading comprehension strategies High impact for very Low cost, based on extensive evidence. -Impact +6 months</p>	<ul style="list-style-type: none"> <li>• Accurate evaluation of ARP and Success in Maths scheme data at end of academic year 2017-18, refinement of existing strategy</li> <li>• Monitoring of impact of ARP/Success in Maths schemes through academic year by designated staff</li> </ul>	<p>MTU, MRO, DSA, PP lead, identified teaching staff/form time and support staff</p>	<p>Ongoing throughout the year.</p> <p>Review at data collects.</p>
<p>Remove barriers to learning and increase engagement in school / work outside of school</p> <p>Improved resilience and exposure to a range of aspirational futures</p>	<ul style="list-style-type: none"> <li>• Brilliant Club (33% of £2000) + staff time IPE x 3 days</li> <li>• Continuation of careers and aspirations programme in 2018-19</li> </ul>	<p>-Aspiration interventions to provide students with opportunities to options for next steps.</p>	<ul style="list-style-type: none"> <li>• Monitoring of key group of students to ensure positive engagement.</li> <li>• Mentoring and engagement with students to ensure they are focused on academic progress.</li> </ul>	<p>IPE</p>	<p>Summer term</p>
<b>Total budgeted cost</b>					<p>£146, 614</p>

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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>
Provide Chromebooks / support for students across Years 7 - 11 to enable learning / access to work outside school	Issue of chromebooks to students in Year 7. Support existing students with their Chromebooks. Provide access to content and revision materials for learning beyond the classroom and outside of school.	Education Endowment Fund:  -Digital technology Moderate impact for moderate cost, based on extensive evidence. -Impact +4 months	Evaluation of impact and use. Student feedback on their use of the devices.	DHH	Summer term
<b>Total budgeted cost</b>					£32, 175

## **6. Review of expenditure**

**Previous Academic Year**

**2017-18**

### **i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Additional capacity for team teaching and smaller groups in English and Maths	Close the gap between PP and Non PP students.	<ul style="list-style-type: none"> <li>Small gap in attainment in PP/Non PP students in core subjects from data here</li> </ul>	-Additional capacity will continue to ensure key groups of students get targeted support, which focused on closing out gaps in learning and accelerating progress.	£22,880

Introduction of ERIC (everyone reads in communities) and Group read Fridays	Improved culture of reading in the Academy impacting on students reading ages.	<ul style="list-style-type: none"> <li>ERIC has helped create a calm, focussed and more positive start to the day. Year 7 ARP data (accelerated reader programme) has shown an impact this year.</li> <li>Group read Fridays have improved class engagement and oracy is promoted through class discussion about the text. Develop in 2018-19 with a clear focus on key priority areas. e.g. SMSC which matches up with form time programme</li> </ul>	-For 2018-19 Year 9 & 10 will also take a book out of library and complete a book review/book spine. As part of the PD system a book is part of equipment and is required at all times.	£7,050
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**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</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>
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<p>Development of bespoke interventions (1-2-1) to develop resilience/behaviour in PP students</p>	<p>Improve behaviour and resilience of key students.</p>	<ul style="list-style-type: none"> <li>• Development of bespoke intervention programmes for small groups of students / 1-2-1, which help to intervene and develop students resilience</li> <li>• Pastoral Hotspot timetable from Sept 2017-18</li> <li>• Anger management 1- 2-1 from behaviour support workers.</li> <li>• Exit Strategy meetings with Contract Support plans led by pastoral workers to minimise negative behaviours and help avoid further isolation.</li> <li>• Drop-ins and pastoral support to lessons.</li> <li>• Assistance by an EWO through BMDC as additional support, especially in being proactive and getting parents and students to engage.</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral links changed to have a year group focus. This has been introduced to ensure there is clear accountability and students have one key person for support.</li> <li>• Wave system introduced to monitor and intervene around student behaviour. Wave 1 is at form level, Wave 2 is Year link, Wave 3 is Key Stage Leader and Wave 4 is PD Lead. This is to ensure there are clear interventions around students to try and pre-empt and stop problems before they happen.</li> <li>• Continuation of contract meetings to engage parents and try limiting repeat behaviours.</li> <li>• Continued engagement and support from EWO to work with key students.</li> </ul>	<p>£147,070</p>
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<p>Development of Accelerated Reader (ARP) programme and Success in Arithmetic Scheme</p>	<p>Improve progress in reading, writing and Mathematics for PP students in KS3.</p>	<ul style="list-style-type: none"> <li>• Year 7 PP students and additional literacy support staff employed to intervene where appropriate to raise literacy standards. Data at May 2017 reports that PP students in receipt of literacy support have improved reading ages by 9 months over the first 6 months of the programme.</li> <li>• Continuation of use of Success in Arithmetic programme with 43 year students who arrived with a scaled score &lt;100 in maths.</li> <li>• Programme is based on written calculations and is assessed in a standardised way by Edge Hill University. The programme has strong emphasis on games and Concrete/Pictorial/Abstract approach and follows mastery principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of this strategy and embed in years 8 and 9.</li> <li>• Training of teaching assistants and SENDCo in use of numeracy programme, this is ongoing.</li> </ul>	<p>£7,050</p>
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<ul style="list-style-type: none"> <li>Increased attendance rates for pupils eligible for PP.</li> </ul>	<ul style="list-style-type: none"> <li>Challenges and rewards for groups of students to target and improve their attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Removing barriers for PP students from attending school by providing uniform, equipment, resources, alarm clocks etc</li> <li>Support with the financial elements of trips and transport to school</li> <li>Rewards for meeting the attendance target set as part of attendance challenges.</li> <li>Attendance has stayed above national average, reduction in PA.</li> </ul>	<p>We will continue some of the strategies that have impacted:</p> <ul style="list-style-type: none"> <li>Rewards - bowling reward trips, pizzas for PP students every Friday for 100% attendance, alarm clocks purchased and distributed (for punctuality), uniform purchased for students who were unable to attend.</li> <li>End of year reward trip linked to PD.</li> <li>Coffee morning with parents of EAL students.</li> <li>FACT team support with daily EEU phone calls, assisting with home visits, helping with punctuality and exams</li> </ul>	<p>£13,440</p>
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**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</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>
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<p>Primary liaison/outreach to target key students</p>	<p>Identification and targeted support for key students and families.</p>	<ul style="list-style-type: none"> <li>• Increased of families attending Open Evening 2017-18 (28 more families)</li> <li>• Successful Spring Fair April 2018, over 600 people attended</li> <li>• Visit to all students in primary schools before Transition Day with contact made early so that students can familiarise themselves with staff from UAK,</li> <li>• First choice increases from 95 from 88</li> <li>• Enhanced transition (8 x most able +EHCP and SEN)-before Transition Day (July 2018) students to attend UAK to have a tour, activity, and fact finding morning. This enabled greater precision of support for students before the start of September.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued support and engagement with student and families to help remove barriers from initial transition.</li> <li>• Further outreach work with partner schools with an academic focus to help identify student gaps.</li> </ul>	<p>£2,780</p>
<p>Improved resilience and exposure to a range of aspirational futures</p>	<p>To ensure all students are able to focus on learning we ensure that we remove the barriers to learning including equipment, learning resources.</p> <p>Programme of opportunities for different groups of students to raise aspirations and broaden horizons including visit to university</p>	<ul style="list-style-type: none"> <li>• Remove barriers to learning and ensure that all students are ready to learn.</li> <li>• Provide students with opportunities to broaden horizons and consider future aspirations.</li> </ul>	<p>We will continue to look at ways of engaging students to improve aspirations and resilience.</p> <ul style="list-style-type: none"> <li>• Comprehensive programme of in school and out of school experiences (ref programme)</li> </ul>	<p>£38,720</p>

Provide Chromebooks for students [1-2-1 deployment]	Students have access to device to continue work at home.	<ul style="list-style-type: none"> <li>• Parental voice highlighted that only 50% of families have access to another device outside of the school and of these 66.7% were either a mobile phone or tablet device which belonged to a parent and wasn't always available to the students.</li> <li>• 21.7% of parents said their children used their Chromebook 1-2 nights a week to complete homework, and 43.5% said their children used their Chromebook on 3-4 nights. Similarly, 38.3% of students use their Chromebook 1-2 nights and 35.2% use their Chromebook 3-4 nights to complete work outside of school.</li> <li>• The majority of this work was teacher-set homework or subject specific app use (e.g HegartyMaths), but also included independent research and revision.</li> </ul>	<ul style="list-style-type: none"> <li>• Devices enable students to continue studies at home.</li> <li>• Focused deployment in Year 7 helps to ensure ownership and responsibility to student and families.</li> </ul>	£23,330
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**7. Additional detail**

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