Lord Derby Academy Pupil Premium Strategy Statement (Secondary)

Guidance:

Pupil premium 2016 to 2017: conditions of grant

https://www.gov.uk/government/organisations/department-for-education

1. Summary information

School	Lord Derby Academy			Academic Year	2016-2017
Total number of pupils	843 (September 16 census)	Total PP budget	£ 457,480.00	Date of most recent PP Review	September 2016
Number of pupils eligible for PP	489 (September 16 census)	Percentage of pupils eligible for PP	58.01%	Date of next internal review of this strategy	August 2017

2. Current Attainment

Measure	Pupils eligible for PP at LDA 2016 cohort banked results	All pupils nationally (national average)
% achieving 5A* - C incl. EM (2015-16 only)	34.9%	64.7%
% achieving expected progress in English (2015-16 only)	57.8%	75.8%
% achieving expected progress in Maths (2015-16 only)	40.4%	73.4%
% of pupils entered for/achieving E-BACC	51.4% /12.8%	39.6%/24.5%
Progress 8 score average	-0.83	0.12
Attainment 8 score average	39.0	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
i.	Reading ages on entry
ii.	High number of Literacy & Numeracy Catch Up pupils and pupil attainment on entry
iii.	Outcomes for disadvantaged pupils in key measures (such as achievement of EBACC measure etc.)
iv.	Independence and self-regulation
External barriers (issues which also require action outside school, such as low attendance rates)	
v.	Financial deprivation
vi.	Attendance & persistent absence
vii.	Complex family issues and lack of parental engagement in some cases can have a negative impact on PP pupils.

4. Desired outcomes *(desired outcomes and how they will be measured)*		Success Criteria
i.	Increase pupils reading age to at or above chronological age	Key assessment data and reading age data show increase in proportion in pupils reading at or above chronological age Current position: 45% of disadvantaged pupils began KS3 with reading ages below chronological age in 2016 *PP Target: increase to 70% by the end of Year 7, 80% by the end of Year 8 and 90% by the end of Year 9*
ii.	Enhanced progress towards age related expectations in Literacy and Numeracy at key stage 3	Key assessment data shows rapid progress towards challenging targets in English and Maths at Key Stage 3, particularly for pupils in the Literacy and Numeracy cohort Current position: 54% of disadvantaged pupils began KS3 with literacy and/or numeracy levels below age related expectations in 2016 *PP Target: increase proportion of disadvantaged pupils making or exceeding expected progress in Maths and English national expectations to 70% by the end of year 7, 75% by the end of year 8 and 78% by the end of year 9*
iii.	Increase outcomes in all key measures (Key Stage 4)	Key assessment data shows improvements in outcomes for eligible pupils Reduced 'gap' to national figures in key measures *PP Targets:* *reduce the 'gap' between attainment of disadvantaged pupils and all pupils nationally to less than 10%* *25% of disadvantaged pupils to attain the EBACC measure (in line with all pupils national figure)* *53% of disadvantaged pupils to attain Grade 4+ in English and Maths (gap to national (2016) 10%)*

iv.	Improve learner confidence and raise levels of engagement, aspiration and motivation	Increased participation in enrichment activities Current position (January 2017): 	Year	All %	PP/ non PP %
10	98	99/98
9	84	79/80
8	98	99/99
7	97	93/80 | *PP target: 100% of disadvantaged pupils to access at least 1 enrichment activity* Improved conduct and behaviour records Improved self- esteem and well-being for PP pupils.
v.	Increase independence and self regulation	Increased independent learning & completion of homework tasks & reduce homework concerns Current position: (Autumn 2016) **Whole School** |		Pupils identified as homework concern	
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Total	851	240	28%
PP	509	166	33%
Non PP	352	74	21%	 *PP target: reduce HW concerns of disadvantaged pupils to below 10%* Improved outcomes (see point iii) Increased participation in enrichment activities (see point iv)
vi.	Effects of financial deprivation are lessened by school strategy	Increased attendance and participation in all aspects of school life Increased engagement in enrichment activities Key assessment data *PP Target: Pupil voice survey results show disadvantaged pupil participate fully in all aspects of school life* *Analysis of curriculum/pastoral PP fund bidding shows positive impact in terms of outcomes and engagement*

vii.	Increased rates of attendance, reduction of persistent absenteeism	Improved Attendance data- cohort attendance targets met Increased awareness of the importance of high attendance
		Rationale: attendance of disadvantaged pupils 93.83% in 2015/16 compared to 97.12% non-disadvantaged and 94.9% whole school).
		Current position March 2017: disadvantaged pupils 93.06% compared to 97.04% non-disadvantaged and 94.6% whole school).
		PP Target: increase attendance of disadvantaged pupils to meet National figures/meet school target (95.4%) and school target (97%)
		Reduce persistent absenteeism of disadvantaged pupils to below 4% (school target) (12.4 National 2015-2016)
viii.	Increase in parental engagement	Improved pastoral data such as increased attendance to parents' evenings, revision launch etc
		Improvements in parent voice data such as parent survey
		Increased communication between home and school of disadvantaged pupils, particularly of positive, congratulatory nature
		PP Target: increase event attendance of the parents/careers of disadvantaged pupils to 75%

5. Planned expenditure: Academic year 2016-2017

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

5.1 Quality of teaching for all

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Milestones to Implementation?	Quality Assurance	Staff lead	Review of impact
Improved progress for English and Maths across KS3 and KS4.	Core Subject Teaching To reduce class sizes within core subjects to enhance the quality of teaching delivered to PP pupils.	EEF research: *As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around 3 months additional progress for pupils, on average*	Report data forensic analysis Monitor progress of PP pupils throughout KS3 and 4. Monitor quality of teaching and learning in KS3 to ensure maximum impact.	SLT line management TLR holders progress meetings Departmental review	DK LM CP SJo	August 2017
Improved progress in English and Maths across KS4.	KS4 intervention staffing for English and Maths PP pupils targeted for small group sessions for GCSE English and Maths to ensure progress is maximised.	Successful strategy during previous academic year	Maths and English closely monitor progress and implement interventions. Progress checked on half-termly basis	SLT line management TLR holders progress meetings Departmental review	LM CP SJo	August 2017
All underachievement is identified and challenged	challenge underperformance through analysis of reporting data including mock examinations and assessment tracking	Early identification of underperformance among key groups & cohorts can be used to design and support intervention early in a pupil's school life to maximise impact	Report data forensic analysis Underperformance action planning in place Pupil Premium underperformance discussed as part of faculty/pastoral meeting programme	SLT monitoring & review	DK/LM	Summer reporting cycle 2017 GCSE results

New 1-9 assessment model embedded across KS3 and KS4 in all subject areas	Dean Trust assessment management SLT line management Heads of Department/Faculty meetings	Meet the requirements of new GCSE examination specifications and provide a continuous assessment model from years 7-11	Departments complete Secondary Assessment Framework to identify routes of progress for pupils	SLT/line management	LM/DK	Summer reporting cycle 2017 GCSE results
Total Budgeted cost £85,010						

5.2 Targeted support

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Milestones to Implementation?	Quality Assurance	Staff lead	Review of impact
Rapid progress of all pupils reading below chronological age	• Literacy lessons within Curriculum model • Drop Everything and Read (DEAR) sessions every week for pupils in years 7-10 • Use of LEXIA software • Library/e-library resource • Targeted withdrawal of identified pupils • Increase attainment outcomes by increasing the number of disadvantaged pupils reading at or above chronological age through specialist literacy software and teaching	Below chronological reading age is a factor in educational outcomes at KS4, particularly given the increased difficulty of new exam specifications	CL Literacy to implement and monitor reading age data analysis Lexia software installed on all school laptops e-library to be promoted via newsletter, form time & Literacy lessons	SLT line management Faculty review	SC	July 2017

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Milestones to Implementation?	Quality Assurance	Staff lead	Review of impact
Improved progress for English and Maths across KS3. Improved reading ages and numeracy skills.	• Numeracy and literacy co-ordinators to conduct targeted support for PP pupils. • Include reading age data on SISRA data models to effectively track pupils' reading and intervene effectively	Pupils reading ages are measured at the beginning, middle and end of year 7. Intervention using 'Lexia' implemented for pupils. Numeracy levels monitored through KS3 progress data. Intervention put in place to aid Year 7 catch up.	Monitoring reading ages and progress data through half-termly reports and reviewing focus areas for pupils.	SLT line management Literacy faculty review Maths faculty review Key Assessment analysis	SLT	July 2017
Rapid progress for pupils in Key Stage 3 who have not achieved 'age-related expectations' in Key Stage 2 in Reading and Maths.	• Review provision/curriculum and strategy for all Literacy and Numeracy catch-up cohorts, including those in transition groups in years 7 and 8	Good standards in Literacy and Numeracy lead to enhanced progress and outcomes across the curriculum.	Curriculum review Spring term 2017 Intervention & withdrawal provision review Spring 2017	Performance Management, Key Assessment analysis, work trawl, lesson observation, pupil voice	CP SJ SC	Summer term 2017
Increased rates of attendance, reduction of persistent absenteeism	• Attendance team • Attendance incentives	Since the beginning of the 2015/16 academic year, pupils have been identified as persistent absentees if they miss 10% or more of their own possible sessions, rather than if they reach a threshold of 15% of the standard number of possible sessions for the period. (DfE 2017 update)	Attendance is monitored throughout the year	Attendance and PA figures	AC HOYs	July 2017

Support behaviour and inclusion support to allow disadvantaged pupils to access educational provision on and off-site	• Inclusion/base support • Alternative (offsite) provision	*Decrease days lost through fixed term exclusion (FTE) through student support and inclusion services*		Internal review SLT line management	AC JD	July 2017
Total Budgeted cost £299,309.40						

5.3 Other approaches						
Desired outcome	**Chosen action/ approach**	**What is the evidence and rationale for this choice?**	**Milestones to Implementation?**	**Quality Assurance**	**Staff lead**	**Review of impact**
Improve learner confidence and raise levels of engagement, aspiration and motivation	Additional funding available for curricular/pastoral bids	*Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success*	Staff inset on bidding	HOD/HOY/staff impact analysis	CP	August 2017
Increase outcomes in all key measures by providing additional resource & revision materials	Additional funding available for curricular/pastoral bids	Providing additional resource and revision proved effective during the previous academic year	Core subjects review impact of previous spending on revision guides and effectiveness Guides purchased and distributed by Spring 2017	HOD impact review SLT line management	HODs	August 2017

Lessen effects of financial deprivation through increased involvement and participation for disadvantaged pupils in enrichment and curricular activities	• Support school ethos and increase a sense of belonging and pride by providing school uniform, PE kit and other uniform related sundries • Reduce the impact of financial deprivation on access to wider educational experiences by subsidising trips, visits and educational experiences • Reduce the impact of financial deprivation on meeting the school's core standards and expectations by subsidising equipment, stationary etc. • Increase pupils' opportunities to access areas of practical curriculum by subsidising catering/ food and nutrition ingredients	The Borough of Knowsley is one of the most deprived local authority areas in the country. Overall, the Index of Multiple Deprivation (IMD) ranks the Borough as the third most deprived in the country. Around 50% of residents live in the 10% most deprived super output areas (SOAs). As shows, the scale and severity of deprivation in the Borough ranks alongside that of the most deprived areas of the North West.	Develop tracking system to monitor spending in different areas and track participation	SEF SLT line management	AC HOYs EO CP	July 2017
Targeted Careers Support for Yr8 and 9	Provide Workshops and Interviews for PP students Coordinate trips and visits to colleges/industry Develop in school CEIAG to raise the aspiration of our disadvantaged students	Our evaluations reveal that younger students need to raise their aspirations, before the challenge increases in Key Stage 4.	Careers Quality Mark Award	JK to co-ordinate and quality assure. Engage parents and other stakeholders.	JK	July 2017

| Support transition between KS2 and KS3 | Provide clear transition for disadvantaged pupils by developing strong links between school and partner primary schools
Provide transition materials, workshops and taster days
Support disadvantaged pupils during year 7 with reduced sized form groups and SSM support | To improve the transition process from primary school to Year 7. Pupil questionnaires and contact with local primary schools have identified transition for PP pupils a key focus. Ensuring a knowledge of wider issues for these pupils. | To improve the transition process from primary school to Year 7. Pupil questionnaires and contact with local primary schools have identified transition for PP pupils a key focus. Ensuring a knowledge of wider issues for these pupils. | HOY7/DK | DK | July 2017 |
| Total Budgeted cost £73,161 | | | | | | |

7. **Additional detail**

January Census update 2017

	PP	**All**	**%PP**
Year 7	128	230	56
Year 8	124	203	61
Year 9	80	119	67
Year 10	96	150	64
Year 11	82	134	61
Total	510	836	61

2015/2016 banked results

Focus	National all %	National disadvantaged %	LDA all %	LDA disadvantaged %
EBACC Entry	39.6	21.2	56.1	51.4
EBACC Achievement	24.5	11.1	16.4	12.8
Attainment in EM5	56	36	39.2	34.9
Attainment in English and Maths (A*-C)	58.7	39	39.8	35.8
English 3+LOP	74	57	64.9	57.8
Maths 3+LOP	66	49	50	40.4

Pupil Premium funding Review Case Studies: Key Stage 4

Pupil	Year group/ Key Stage	Barriers to success	Funding focus	Funding focus	Funding focus	Outcomes
1	10/Key Stage 4	Severe financial deprivation, Low confidence	Gifted book at Christmas from PE department	PE Orienteering	University Maths student 1-1 intervention	PE effort award at celebration of achievement Forecast to make 3LOP in Maths, English & History, 2LOP PE
2	10/Key Stage 4	Poor attendance and motivation, low self esteem	Partially funded Geography field trip	Liverpool University visit	Additional Art materials to support portfolio	Forecast 3+LOP in 8 GCSE subjects 7% increase in attendance
3	10/Key Stage 4	Non-chronological reading age, lower attainment band	University student provided additional 1-1 support in Maths	Additional Maths and English lessons during Option E	Catering practical mock exam funding of ingredients	Forecast 3+LOP in 5 GCSE subjects
4	11/Key Stage 4	Most Able in Science & English- needed further opportunities to develop aspirations and confidence	Smaller class size in English Additional revision sessions & support materials	Science focus university visit and revision materials	KS4 revision and study support pack to develop independent learning	Grade A* in English Language, B English Literature Grade A in Core and Additional Science, B in Further Additional Science
5	11/Key Stage 4	Non-chronological reading age, SEND (SPLD)	'Dragon' software to support Dyslexia and enable access to English Language & Literature exam	Supported funding of Catering ingredients for practical exam	KS4 revision and study support pack to develop independent learning	Above expected progress in eight subject areas, including English Language and Literature, Catering, ICT and Science
6	11/Key Stage 4	Lacking in confidence & resilience	PE software enabled exam practise & homework support	University student provided additional 1-1 support in Maths	KS4 revision and study support pack to develop independent learning	9 A*-C GCSEs including English, Maths and PE
7	11/Key Stage 4	Lower attainment band	Funded Geography field trip to Cumbria to support Controlled Assessment	French Dictionary provided	Composition software to support development in music	12 A*-C GCSEs including grade A Music and grade B Geography
8	11/Key Stage 4	Poor attendance, lack of confidence	Additional pastoral support including bus pass to improve attendance	Core subject revision guides PE revision software	KS4 revision and study support pack to develop independent learning	11 A*-C GCSEs grade B PE

Pupil Premium funding Review Case Studies: Key Stage 3

Pupil	Year group/ Key Stage	Barriers to success	Funding focus	Funding focus	Funding focus	Outcomes
1	Year 7 Key Stage 3	3c English/3a Maths KS2 entry Starting reading age 6.3	Smaller class size in English and Maths Additional literacy and numeracy withdrawal	Reading for pleasure- copies of Matilda purchased for year 7 transition classes	Kingswood trip partially funded	Expected progress in ICT, Maths & Geography, above expected progress in English Reading age increased to 8.2
2	Year 7 Key Stage 3	Middle attainment band, poor organisation skills	English exam skills text books used in Literacy and English lessons	French bilingual dictionary to support homework in MFL	Kingswood trip partially funded	Expected progress in ICT, Maths, Art & PE, above expected progress in English, French, Geography & History
3	Year 8 /Key Stage 3	Poor attendance, part of year spend accessing inclusion to support engagement & behaviour	Inclusion support	Small group Literacy withdrawal	Inclusion gardening project	Progress made in Maths and English, re-integration into school following inclusion support
4	Year 8 /Key Stage 3	Non-chronological reading age, SEND (SPLD)	'Dragon' software to support Dyslexia	Reading for pleasure- PP books for Christmas	Geography club rewards	At or above expected progress in six subject areas, including English, Drama, History, PE, Technology and Science
5	Year 9/Key Stage 3	Poor attendance, lack of confidence Financial deprivation	Additional pastoral support including uniform & shoes	Additional support through student services	Lunch clubs, access to board games and TA support	Improved attendance (to 94%) fewer incidents of poor behaviour
6	Year 9/Key Stage 3	Lack of confidence, below chronological reading age	English exam skills text books used in Literacy and English lessons	Supported enrichment- to run debate club with younger pupils	College taster day	Selection of EBACC subjects in Options Increased aspiration for post 16 study