

National Teaching School
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National College for
Teaching & Leadership

Pupil Premium Review Form 2 – Annex 2

Self-evaluation template – Pupil Premium Strategy Statement

SECONDARY



The Priory City of Lincoln Academy Pupil Premium Profile 2016

Headteacher:

Mr R Trow

PPR:

Date:

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	The Priory City of Lincoln Academy				
Academic Year	2016/17	Total PP budget	£203,830	Date of most recent PP Review	2014
Total number of pupils	644	Number of pupils eligible for PP	218	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015-16 only)	20.5%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	74.4% / 42.5%	75.8% / 73.4%
Progress 8 score average	-0.38	0.12
Attainment 8 score average	36.89	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Reduced progress in Maths for PP students at KS4.
B.	Significant numbers of PP students in Yr7 cohort entering the Academy with below age related progress in Maths (40%) and English (49%)
C.	Behaviour issues and continued low level disruption from a small group of Yr11 boys (mostly PP)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Significant numbers of students enter the cohorts as mid- term entries (29% of PP students in 2015/16 cohort were mid-term entries)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher levels of progress for students in Maths at KS4 as GCSE examination outcomes.	Pupils eligible for PP Premium achieve within 80% of the outcomes in maths for non PP students
B.	Students in Yr7 are supported with a wide range of strategies to support their progress – base line testing in maths and English followed by NST in Maths, reading attainment in English using Renaissance reading	Students make accelerated progress in Yr7 when compared to non PP students.
C.	Behaviour of this group of students improves	Fewer behaviour incidents recorded. Fixed term exclusions reduced for this group of students
D.	Reduced numbers of students enter the school from other local schools especially in years 9-11	Mid-term entries are reduced to less than 10% of the disadvantaged student cohort in years 9-10.

5. Planned expenditure	
Academic year	2016/17

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?
Improve the teaching of Maths across KS3 to build solid foundations for progress at KS4	Implement a Mastery approach to the teaching of Maths	The evidence comes from a wide range of sources including the EEF and the National Centre for Excellence in the Teaching of Maths. This is the way that Maths is taught in many of the highest performing countries in the PISA group.	This is the second year of implementation. Outcomes from Yr7 last year were that on average all students made 0.69 of a level of progress. PP made 0.48 of a level. This will continue to be addressed in Yr2.	LGE	Implementation will be reviewed annually
Improve feedback to students – metacognition	Feedback and marking including DIRT	As per the EEF teacher toolkit. Feedback adds +8 months progress with little cost implications. Delivery has been tagged to the widest range of strategies possible including full staff training, departmental training and linking to work scrutinies and peer observations.	Whole school training for all staff, a key element in peer to peer observations. It will also form a key feedback area for LW, WS and observations.	CDO	Reviewed at each performance review cycle (3x per year)
Total budgeted cost					£7,000

ii. Targeted support					
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?
Intervention for KS3 maths low starters and those falling behind	Implement Passport Maths and Catch up Numeracy across KS3 intervention.	As recommended by the EEF as an intervention package to support transition and low attainers at KS3. This approach will be led by the Learning Support assistants who have all received the appropriate	Training of LSA's has taken place. Lead practitioner identified and in place. Initial cohort selected. Termly reviews of progress via progress review meetings.	JKE	Christmas, Easter and July
Improve levels of literacy for students at KS3	Small group intervention (ABA in English). LSA's to intervene with SEND/disadvantaged students. Support for renaissance reading programme across Years 7 and 8. Use of reading mentors (6 th formers to continue the reading out loud project with targeted students),	Small group intervention with targeted students. Students will be baseline tested to identify the need. Specific interventions will be put in place following this gap analysis. Renaissance reading will be used to develop student literacy as part of the reading lessons at KS3	Training of LSA's has taken place. Lead practitioner identified and in place. Initial cohort selected. Termly reviews of progress via progress review meetings. Termly review meetings with English, SEND and CHL to review progress and impact. To support renaissance reading we will test students at the end of each big term. We will target students for intervention based on these outcomes.	CHL/CBR	Christmas, Easter and July
Total budgeted cost					£6,500
iii. Other approaches					
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?

Improve the outcomes in maths for PP students	Increase the time for Maths at KS4 from 3 to 4 lessons per week in Yr10 and 11. Ensure that class sizes are minimised to ensure that students receive as much teacher support as possible	In 2015/16 students received 3 lessons per week of Maths tuition I Yr11. This has been increased to 4 lessons per week to reflect the changing rigour of the content and to bring the Academy into line with other Federations schools.	Teaching timetables and curriculum plan are in place.	CDO	June 2017
Drive improved attendance for PP cohort	Recruit a new attendance officer to develop targeted interventions with students who's attendance is falling below 95%	PP attendance has been on an upward trajectory over the last few years. Work will continue with students and their families to ensure that attendance continues to improve year on year	Weekly review at SLT of attendance figure and the impact of the work being done.	CHL	Weekly as part of SLT review
Support the emotional needs of PP students to help them manage their anxieties and behaviours.	To support vulnerable PP students developing a programme of support based around ELSA (Emotional Literacy for Support assistants) and improved access to existing emotional support	The number of students presenting with emotional and anxiety issues has been increasing significantly. Recent evidence, both in school and nationally suggests that students (especially girls) are struggling with emotional and social issues. ELSA is a proven intervention tool for use with vulnerable students and is supported by Lincolnshire Education Psychology services in term of training and ongoing support.	Initially funding has been set aside to train 2 LSA's. This will include ongoing support from the education Psychology team and peer support from the training cohort. Work flow will be tracked by the SENDCO.	CHL	Easter and June 2017.
To highlight PP students in class and to develop a positive classroom experience for PP students	Purchase Class Lists to enable teachers to easily identify and track PP students. Develop a 'make a fuss' culture in the Academy towards Disadvantaged students	The Academy needs to make more of identifying and personalising the experiences for PP students so that they identify school as a positive, nurturing and challenging environment. Class lists will enable teachers to easily identify and track PP students. Seating plans and progress data can be shared with support staff and other colleagues easily to develop a joined up	Training sessions to be led by department heads. To be included at each departmental meeting as a discussion point Monitor and encourage use through Lesson observations and learning walks.	CBR/CDO	Christmas 2017

		approach top support in the classroom			
Reduced numbers of students enter the school from other local schools especially in years 9-11	To fully engage with the Lincolnshire ladder of intervention (LLI) and the support processes that surround it	By fully engaging with the LLI we will be able to access enhanced support for PP students that have specific difficulties with their behaviours. With opportunities such as managed moves and placement panels it is hoped that the number of students joining us with complex social and behaviour problems will diminish. For those that struggle, there is a clear process and strategy to manage the impact of their behaviours on the rest of the school community via the LLI.	Training for Pastoral Manager and the pastoral team has taken place. Stronger links have been forged with the out of schools team. The Academy are currently working through 12 Pupil Support Programmes (PSP) 8 of which are PP students.	CHL	Reviewed weekly at Pastoral meeting
Total budgeted cost					£157,549

6. Review of expenditure

Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improve outcomes for PP students in English and Maths.	Additional teachers in English and maths to reduce class sizes and improve and improve outcomes.	English outcomes at KS4 improved for both PP and Non PP Students. PP students 3LP was just below the national average for Non PP students. In maths the gap between disadvantaged students and non-disadvantaged students in terms of expected progress decreased to 5.3% from 11.8% albeit against a background of falling results across both groups. At KS3 the mastery approach in maths and English is showing good early results (see additional information below)	Whilst this programme has had a beneficial impact in English, the impact in maths has been disappointing. This programme will continue into 2016/17, with additional time programmed for KS4 maths.	£101,040
Improve literacy and reading for students across KS3	Timetabled literacy lessons for all students in KS3 supported by a teacher and librarian. Progress supported and tracked using the renaissance reading programme	Renaissance reading tracking students between January and June (6months) indicated that Yr7 PP students made 0.5 of a year of progress. Yr8 and 9 made less progress 0.23 and 0.22 of a year in the same 6 month period. This was in line with the progress of the Cohorts as a whole.	The most progress was made with Yr7 and then this tailed off towards Yr8 and 9. The lessons have strengthened both the vocabulary and reading skills of students. For next year, Yr9 will not take part in reading lessons as they will be starting on GCSE lessons. There will be four tests this year with students who are not making progress identified and interventions put in place. This will mainly be peer mentors from Yr12	£18,257
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Alternative provision students are supported with additional maths and English support	Tutors hired to give additional support to alternative provision students to support progress in maths and English	Of the 5 PP students, all 5 achieved a GCSE pass with 3 students making 1LP and 2 students making 2LP. In maths 3 of 5 students achieved a GCSE grade with one E and 2D's 2 students made 2LP.	There is 1 students following an alternative provision this year. He has received for Literacy and numeracy in Yr10. The Academy is working with Acorn Free School to ensure that outcomes for PP students are in line with expectations.	£10,000

Intervene with students in English and Maths to close the attainment gap for PP student's	Targeted in class support for specific student using a TA. In Maths TA worked with the teacher to free time in the lesson for the teacher to work with individuals or small groups on specific knowledge. Gaps in English TA, worked with small groups to support progress.	This approach has worked well in English where PP students at KS3 and KS4 have made excellent progress. Where gaps exist they are small. Expected progress for PP student in English at KS4 was comparable with national non PP expected progress. See below for KS3 data. In Maths there was a decrease in both PP and Non PP outcomes and progress. Against this background the gap between PP and Non PP for attainment increased to 17.9% from 11.6% and the gap for expected progress reduced to 5.3% from 11.8%. see below for progress at KS3	Interventions in English have worked well and there are no plans to change the approach at this time. In Maths a maths specialist TA has been recruited to lead interventions with identified PP And SEND students. Her role will be to lead the implementation of Catch up Numeracy and Passport Maths at KS3 and to work in small groups with intervention students at KS4. We will continue to use the LSA in the Maths department to work in high PP number classes to free up the teacher to work with students on specific areas of weakness.	£16928
Support PP students in non-core subjects, in order to close the attainment gap	TA works with PP students with personalised timetables. Many are midterm entries who need additional time to catch up with peers due to missed curriculum time or exam board transfers	This approach has worked well this year. Our Non-Core intervention coordinator has worked with a wide range of students to help them with their progress. This has ranged from additional support for Midterm entries and for students in Yr11 who are struggling with stress and anxiety.		£17324

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attendance of PP students	Attendance officer	PP attendance last year was 92.1% V 93.9% for Non PP, which is slightly down on last year. The impact of the Attendance officer cannot be underestimated, making contact with hard to reach families has made a significant impact on attendance.	The attendance officer is a valuable tool in reaching into the community to tackle attendance, but also to link with hard to reach families around a number of issues such as behaviour and safety. This will continue this year.	£14678

PP students are engaged across a range of subjects in which they will be successful	Support the delivery of the technology curriculum for PP students, ensuring they had fair access to the curriculum	Technology subjects continue to perform well for PP students in Engineering PP students made 100% 3LP, in Product Design 67% made 3LP and in Hospitality 57% made expected progress.	This is an effective tool in engaging students both in school and in lessons where we know they will have positive outcomes. This support to continue.	£8,000
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7. Additional detail

- Yr7 English PP 48 of 52 (92%) are on flightpath compared to 91 of 92 (98%). In Maths 43 of 52 (83%) PP students are on flightpath compared to 84 of 94 (89%) of Non PP students
- English PP 48 of 55 (87%) are on flightpath compared to 79 of 86 (92%). In Maths 46 of 55 (84%) PP students are on flightpath compared to 80 of 86 (93%) of Non PP students

