 

**Pupil Premium strategy statement.**

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| 1. **Summary information** | | | | | |
| **School** | Lincoln Academy, A Priory Academy | | | | |
| **Academic Year** | 2017/18 | **Total Pupil Premium budget** | £213,865 | **Date of most recent Pupils Premium Review** | Oct 2016 |
| **Total number of pupils** | 818 | **Number of pupils eligible for Pupil Premium** | 235 (28.72%) | **Date for next internal review of this strategy** | November 2018 |

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| 1. **Current attainment** | | | | |
|  | ***Pupils eligible for Pupil Premium* *(your school)*** | | ***Pupils not eligible for Pupil Premium*** | |
|  | **2017 Results** | **Current Yr. 11** | **2017 Results** | **Current Yr. 11** |
| **Progress 8 score average** | -0.63 | -0.32 | -0.4 | -0.02 |
| **Attainment 8 score average** | 35.55 | 41.04 | 40.41 | 48.37 |
| **English and Maths 4+** | 45% | 52% | 48% | 66% |
| **EBACC** | **0% attaining**  **3.45% entered** | **6.9% attaining**  **10.34% entered** | **0% attaining**  **4%entered** | **15.38% attaining**  **17% entered** |

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| 1. **Barriers to future attainment (for pupils eligible for Pupil Premium including high ability)** | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | |
|  | **Personalised teaching –** pupil premium students require additional support to close the gaps in lessons. |
|  | **Motivation to learn –**  a number of students require extra maths and literacy support to access the full curriculum. |
| **C.** | **Emotional barriers** - lack of self-esteem or confidence; negative personal experience of learning; previously undetected or unaddressed learning ability. |
| **D.** | **Attendance and Punctuality –** a greater proportion of pupil premium children require additional support to maintain good attendance above 95% and to ensure they are punctual. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **E** | **Social and Cultural barriers –** pupil premium students need more support in accessing social and cultural experiences to apply to their learning. |
| **F.** | **Parental Involvement –** a greater awareness of the expectations of each key stage and year group - encourage a partnership in learning. |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | **Personalised teaching:**  Individualised tracking and provision for pupil premium students.  Tracking through subject SIMS mark book assessment and progress checks.  All pupil premium students make significant progress whilst non-pupil premium maintain good progress. GCSE Summer results have a P8 gap of no more 0.10 between non-pupil premium and pupil premium. | All pupil premium students in all years and subjects are tracked through their progress checks.  Through QA and department meetings outcomes of pupil premium students and their gaps are discussed. Plans in place with strategies to be implemented in the classroom.  Heads of House support Heads of department if students are underachieving across a number of subjects.  ‘Making the difference’ agenda implemented; all staff confidently teach to the pupil premium students in the classroom. Teachers personalise planning to support progress of pupil premium students. |
|  | **Motivation to learn:**  Maths and Reading catch-up students make good progress – in line or better than their peers.  On average pupil premium students in Yr. 7 and 8 will make at least 9-12 months of age related progress in Star Maths and Star Reading.  Handwriting club improves students’ presentation and confidence in their work – work scrutiny.  Department development plans address literacy – RAG rating throughout the year.  Planning addresses misconceptions in every lesson – students are given live feedback in their lessons.  Persistent irregular KS2 results from a partner school are addressed and data analysed accordingly through the tracking and monitoring systems. | Pupil premium catch up students meet national expectations for literacy and numeracy.  Intervention programmes for reading and maths have a progression pathway.  Students on the progression pathway will make at least good progress in maths and English using the Star Maths/ Reading programmes or other personalised interventions.  Handwriting club is tracked and monitored for progress.  All departments include a literacy focus in their DDP.  Planning for literacy and misconceptions by teachers is regular and meaningful.  English predications are tracked through SIMS mark book and PC reviews. SLT to review impact of inflated KS2 results. |
|  | **Emotional barriers:**  **High ability pupil premium students are stretched and challenged through planning and lessons.**  **Department Development Plans include intervention pathways – in line with the ADP - poor progress in subjects leads to early, personalised intervention.**  **Inspire to Aspire project provides enrichment in mental health, career and business opportunities for identified pupil premium students. This will result in students being more engaged with learning. Behaviour, effort and attendance will improve.**  **Identified high ability students invited to enrol in the Subject Champion programme. Behaviour, effort and attendance will improve.** | Level of challenge planned for in lessons of pupil premium students for high, middle, low level learners.  Departments implement intervention plans for pupil premium students with a clear progression pathway.  Inspire to Aspire project engages a core group of pupil premium boys in and outside of the classroom.  Subject Champion programme designed and at the early stages of implementation. |
|  | **Attendance and Punctuality:**  Pupil premium students’ average attendance figure rises from 90.79% to 95%. This will be tracked and monitored through the Heads of House system and attendance officer.  Attendance officer makes pupil premium students a priority to ensure students are punctual and in attendance. | Increased and focused weekly tracking of attendance, punctuality and effort of pupil premium students.  Attendance officer supplies tracking to relevant staff; WSC, CBR, HOH.  Regular communication and feedback between parents and Heads of House. |
|  | **Social and Cultural barriers**:  Pupil premium students who need to develop their social skills and positive engagement with learning are supported through the pastoral system.  Adopt a SOL in Reading lessons that enhance cultural capital of pupil premium students.  All teachers support pupil premium students in the classroom to increase their social and cultural awareness, addressing misconceptions or gaps of knowledge/experience in the curriculum. These will be written in SOL, developed in the classroom, evidenced in the regular planning.  Higher ability pupil premium programme will introduce aspirational visits and events to students which will include universities, subject specific trips, in-house lectures etc. Progress checks and effort grades will increase in at least their relevant subject. | Pupil premium students given opportunities to develop their cultural experiences.  Provide culturally focussed enrichment for pupil premium students.  Teaching across the academy is planned for with awareness of pupil premium students who may not have experienced the relational cultural aspects that are being covered in the lesson. Planning forum introduced.  Uptake of cultural opportunities of pupil premium students increases. Student engagement, attendance and behaviour in classrooms improves. |
|  | **Parental Involvement:**  Attendance at parents evenings of pupil premium students will be monitored and tracked by  Heads of House.  Reading and maths workshops for pupil premium parents to be implemented.  Pupil premium students who are placed in intervention have well informed parents of their progress and areas of weaknesses and what other support there is available to their child in school.  Heads of department monitor the pupil premium students in their department and ensure relevant communications are made to update parents of their child’s progress (positive or negative). | All pupil premium parents are aware of parent’s evening through individual communications from Heads of House.  Heads of House track and monitor parental engagement at all possible events and understand the potential barriers some parents face to attend.  Reading and Math workshops designed for pupil premium parents of both key stages. Parents personally invited, with their child, to a workshop after the academy day to aid the understanding of the curriculum and how to help their child at home.  Heads of Departments address pupil premium as a key driver on their agenda. HOD to ensure pupil premium students’ parents are communicated with and what intervention is available to their child to improve in their subject areas. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic year** | | **2017/18** | | | | |
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| **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?** |
| **A** | Using software program Classcharts – ensuring seating plans are used effectively.  Embed Making the Difference for pupil premium students in all classrooms.  Introduce planning forum audit schemes of work.  HOH/mentor/ tutor progress meetings. | | Classcharts is proven to be a platform to aid teachers’ awareness of their students’ abilities and groups. Classcharts supports teachers with seating plans, homework provision, homework tracking and sharing information; reading levels, targets etc. (reflect we are a year in – what was the original problem)  Current PC data for Yr. 11 predictions still show a deficit of Pupil Premium students in comparison to Non- Pupil Premium students.  Core business in education is teaching. Quality teaching creates quality learning. Live feedback provides one of the highest levels of impact on a students’ ability to learn.  Teaching and Learning is driving this with a strong focus on Modelling, Feedback, Questioning and Knowledge. | Whole school training for all staff.  Regular update in Teaching and Learning briefings.  Student voice of Pupil Premium students.  Pupil Premium work scrutiny.  HOD to address pupil premium gaps in department and QA meetings.  All pupil premium students in all years and subjects are tracked through their progress checks – presented to SLT/ HOD/ HOH after each progress check.  Ask CDO/ CHI for pupil premium report for each department they line manage.  Ask MWI for a Coaches report of pupil premium observations. | CBR – AAH  MWI – AH  CBR – AAH  CBR – AAH  CHI/CDO  CBR- AAH  CHI/CDO  MWI | February 2018 |
| **Budgeted cost:** | | | | | | **£57,500** |
| **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?** |
| B: | Motivation to learn. | | Progress was made in Yr. 7 & 8 last year for all students in the Renaissance Reading Star Reading Programme. Gaps are starting to close. Intervention was put in place for identified students with a good success rate.  A consultant who visited the academy commented on the lack of care, pride and presentation of students’ work.  Career aspirations will be limited if a student is not able to access a literate curriculum. It is likely to impact on behaviour, attendance and attitudes to school.  The Sutton Trust states:  On average, pupils who participate in oral language interventions approximately five months' additional progress over the course of a year.  All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit). Likewise, some types of oral language interventions appear on average, to be more effective than others.  A consultant who visited the academy commented on the lack of care, pride and presentation of students’ work.  We know that career aspirations will be limited if a student is not able to access a literate curriculum. It is likely to impact on behaviour, attendance and attitudes to school and have a negative impact. | Training for relevant staff.  Star Reading and Maths tests completed at least four times a year. Data analysed and reported to relevant SLT.  SEN/ English Intervention lead meet and analyse data four times a year and report to relevant SLT.  Students follow collaborative (between departments) and personalised intervention programme.  Knowledge organisers designed and implemented for all subjects.  Practice Makes Permanent booklets support all students.  Pupil Premium students tracked for success.  Knowledge first classrooms across the academy.  Reading programme introduced and implemented in Reading lessons.  Create a literacy subject referral system.  Pupil premium students are monitored in the behavioural system. | CBR/SPE  HUN/CBR  CBR  CBR  MWI/CDO/CHI  MWI/CDO/CHI  CBR  MWI  SPE  CBR  BHA | December 2017  February 2018 |
| **Budgeted cost:** | | | | | | **£71,000** |
| **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?** |
| C: | **Emotional barriers.** | | Students that have responsibility are more likely to attend school and apply themselves in the classroom.  Nearly one in ten (9.5%) of children and young people in the UK have a mental disorder: pupil premium students are most at risk of Mental Health issues.  Bright but disadvantaged students are considerably less likely to take the subjects most likely to get them into good universities than their more advantaged counterparts, according to Sutton Trust.  Some reports state that it isn’t the aspirations that are the issue for the young people it’s the realisation of the aspirations; being able to achieve the skillset to achieve the desired career. The social and economic barriers can put a pressure on a young person to then apply themselves in the classroom to put them on the shorter path to their ideal job. | Subject Champion plan designed and implemented. The aim is to challenge high ability pupil premium students and expose them to aspirational opportunities (trips to universities, lectures etc.) and give them responsibility within a subject area they show strength or potential in. SLI to integrate with the reward system. SLI to monitor the plan, the students involved and the intended impact.  Heads of Department produce minutes from their department meetings that refer to pupil premium students and potential classroom strategies for progress. Within the minutes, planning should be recorded and pillars should reflect the focus on challenge for pupil premium students. | SLI  JKN  CHI/CDO | February 2018 |
| **Budgeted cost:** | | | | | | **£5,000** |
| **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?** |
| **D** | **Attendance and Punctuality** | | Attendance rates for pupil premium students are 91% (below the target for all children of 95% (Average Non Pupil Premium 94.7%) reducing their learning hours and causing them to fall behind.  By encouraging students’ confidence their application to studying increases therefore purpose, attendance and punctuality does too. | Attendance and behaviour issues for pupil premium students report created weekly and passed on to Heads of House from Attendance officer and Restorative officer.  Heads of House report to WSC weekly. | WSC  WSC | February 2018 |
| **Budgeted cost:** | | | | | | **£40,000** |
| **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?** |
| **E** | **Social and Cultural barriers** | | Pupil premium students chances of gaining good A-level results are significantly improved when they experience academic enrichment activities at home from the age of eleven –including going on trips to museums and galleries, and reading for pleasure. When they get into the habit of daily homework, students are nine times as likely to get 3 A- levels.  Research cites the importance of cultural and arts opportunities in supporting the wider learning of pupil premium students, and in turn show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum. | Lead to implement Inspire to Aspire programme focussing on three out of the four main areas; physical, social, emotional and some academic. Enrichment attendance registers monitored. Clear communication lines with parents for non-attenders.  Ensure extension enrichment for higher pupil premium students are well populated and attended. SLI to monitor.  First Story managed by JKE is implemented. CBR to monitor the implementation in conjunction with the English department. | SPE  SLI  JKE | February 2018 |
| **Budgeted cost:** | | | | | | **£20,000** |
| **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?** |
| **F** | **Parental Involvement**  **Introduce parent voice forum** | | Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools.  Support and training for parents can achieve greater parental confidence in managing children’s behaviour and supporting children’s learning. | In their weekly report, Heads of House will identify the parents of pupil premium students that they have communicated with and why.  After each parents evening, attendance of pupil premium parents will be monitored and recorded. A more personal approach in communication will be put in place for the subsequent parents evening to encourage attendance.  Enrichment registers analysed- pupil premium students attendance recorded. Barriers identified to encourage students to attend enrichment. HOH to communicate with parents where necessary.  All pupil premium students undertaking any form of intervention have a phone call home to parents explaining what is being implemented and why.  Pupil premium parents in both key stages invited by letter or phone call to attend Reading and Numeracy workshop. Planned and delivered by lead practitioners in literacy and numeracy. | WSC  LHO  SLI  GKE/ABA  CBR | February 2018 |
| **Budgeted cost:** | | | | | | **£5,000** |
| **Total Budgeted cost:** | | | | | | **£198,000**  **Remainder for supporting individual students.** |