

# Manor Academy Pupil Premium Strategy Document 2018-2019

1. Summary information					
School	Northern Education Trust Manor Academy				
Academic Year	2018-19	Total PP budget	£531,080.00	Date of most recent PP Review	Sept 2018
Total number of pupils	1068	Number of pupils eligible for PP	579 (54.2%)	Date for next internal review of this strategy	March 2019
2. Current attainment					
		Pupils eligible for PP (Manor)		Pupils not eligible for PP (national average)	
% achieving The Basics (4+/5+ in English & Maths)		35.1%/18.1%		71%/49%	
Progress 8 score average		-1.06 (To be confirmed)		0.11	
Attainment 8 score average		28.31		49.76	
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.	Outcomes for students, including those eligible for PP funding are improving, but are still not at national expectations vs non pupil premium (4+E&M 2017 - 26% to 2018 – 35.1%), (5+E&M 2017 - 11% to 2018 – 18.1%)				
B.	Current attendance rates for PP students in the 2017-2018 are 88.45% (National 92.2%). This is impacting on students progress and expected outcomes in summer 2019 exams.				
C.	Literacy and numeracy levels for students entering Year 7 in September 2018 are lower for PP student than non PP students, which impacts on their progress and outcomes. Over 55 students failed to reach expected standard in E&M from KS2 73% of the student were PP (over 46% of the PP new cohort have a non-functional reading age)				
D.	Levels of engagement and participation for PP students is lower than for non-PP students due to a number of social, emotional, and behaviour issues as evidenced by a higher rate of FTE and Permanent Exclusions for PP students. This has a detrimental effect on academic progress and at times that of their peers.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Within the Manor catchment there are high levels of unemployed (School deprivation indicator 0.32); many students, but significantly PP, have low aspirations and expectations for their life chances as a result. As an academy, it is our responsibility to raise aspirations, especially for those students with an average or higher than average KS2 points score on entry.				

F.	Disadvantaged students' attendance is improving over the year, but is lower than the national average for all pupils (Previous academic year 90.9%; persistent absence was 26.03%). This reduces time in school and impacts on their progress and outcomes.	
4.	<b>Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )	<b>Success criteria</b>
•	<p>Improve the outcomes of all students, but in particular, PP students in Key Stage 4 and diminish the differences between disadvantaged and other students. (Student outcomes)</p> <ul style="list-style-type: none"> <li>• Tracked at STEP data collections with clear progress for PP students between data collections.</li> <li>• Monitored on weekly basis at RAG meeting and in particular for PP students at the Vulnerable Students Register meeting.</li> <li>• In response to data collections and RAG / VSR meetings, students, and in particular PP will be given additional support / interventions / changed timetable to ensure that outcomes improve in 2019.</li> </ul>	<p><u>Basics 5+</u> Disadvantaged Pupils: 36% (based upon FFT20 with additional challenge)</p> <p><u>Basics 4+</u> Disadvantaged Pupils: 60% (based upon FFT20 with additional challenge)</p>
•	<p>Improve the quality of teaching across the academy. Internal review (performance management/assessment data) Summer 2018 stated only 47% of teaching was good or better with 43% being RI/inadequate. Improved quality of teaching will lead to improved outcomes for students in summer 2019.</p> <ul style="list-style-type: none"> <li>• Weekly CPD workshops based around collaborative learning</li> <li>• Use of six part lesson and challenge and aspire Los (Bloom's Keywords)</li> <li>• Open door learning walks and drop ins from SLT / NET Curriculum Directors (or other staff)</li> <li>• Embedding of Praise Culture to encourage progress of PP students</li> <li>• Time Phased Learning used in all lessons</li> <li>• Observation as per QA calendar.</li> <li>• Support programmes put in place for those teachers who do not improve (Support Plans)</li> <li>• 4i teaching files QA</li> <li>• PP students more heavily weighted on the Random Name Generator to ensure they are engaged and receiving a high level of quality, targeted, questioning</li> </ul>	<p>100% of teachers use data to inform planning. 100% of planning demonstrates planning for progress. 85% of feedback is timely and meaningful (improvement tasks evident). 85% of lessons are judged to be good or better by summer 2019. Reduce RI teaching to below 15%</p>

<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Improve attendance of all PP students to match the National Average for all students.</p> <ul style="list-style-type: none"> <li>• Daily attendance checked between 8.30-9am each morning with Learning Managers/attendance team making contact with parents</li> <li>• Re-integration meetings following absence from school to focus on correlation between attendance on outcomes.</li> <li>• 100% certificates awarded every half term. Weekly attendance noted in assemblies, League Table (Individual rewards for students) and best class awarded with a refreshments and prize draws (Weekly)</li> <li>• Holidays taken in term time not authorised. Penalty fines continue.</li> <li>• Termly attendance letters to emphasise the importance of good attendance.</li> </ul>	<p><u>Student attendance</u> Attendance is closer to NA Year 11 attendance improves to &gt;95% PP attendance improves to &gt; 93% for the remaining terms</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>PP students in Years 7 and 8, whose starting points are below age-related expectation, make accelerated progress from their starting points to diminish the differences to their peers.</p> <ul style="list-style-type: none"> <li>• Identification of students for KS3 interventions, with tracking of progress as a result of those interventions available.</li> <li>• Improvement in Reading ages to tackle low literacy skills (to raise to chronological/functional reading age)</li> </ul>	<p>&gt;85% of Year 7 students are deemed secondary ready/expected standard by the end of the academic year &gt;95% of Year 8 students are deemed secondary ready/expected standard by the end of the academic year</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>C4 and incidents of Fixed Term Exclusion for disadvantaged students reduce each term:</p> <ul style="list-style-type: none"> <li>• The number of C4 to reduce by 50% for all students using 'consequences' behaviour system demonstrating the improved engagement in lessons.</li> <li>• Tracking of FTE to show reduction from introduction of consequences for each year group to summer 2019.</li> </ul>	<p><u>FTE rates and C4 incidents</u>  Reduce FTE each term by 70% for (PP) Reduce number of C4 each term by 50% for (PP)</p>
<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Increase the number of students that attend enrichment/aspiration provision</p> <ul style="list-style-type: none"> <li>• Embed the aspiration strategies into KS3 through life curriculum reducing NEET</li> <li>• Further improve parental engagement, through whole events and information evenings (Y6 Open evenings/Revision information nights etc)</li> <li>• Improve parental understanding of the pathways curriculum (Y8 to Y9)</li> </ul>	<p><u>Reduce NEET figures</u>  NEET figures in line with national Attendance records for enrichment Attendance records at parental events</p>

5. Planned expenditure					
Academic year		2018-2019			
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.					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
<p>Improve the quality of teaching and learning across the academy so that all students, but in particular, PP students are able to meet their target grades at the end of Year 11.</p> <p><i>Internal review (performance management/assessment data) Summer 2018 stated 47% of teaching was good with 43% being R/ inadequate</i></p>	<p>Timetable to maximise 'setting' and align staff with key groups (<i>specialist teachers in core areas CLFP</i>)</p> <p>Rewrite schemes of work to address progress (<i>planning Backwards from specifications</i>)</p> <p>Weekly CPD workshops based around collaborative learning (Metacognition and self-regulation)</p> <p>Consistent use of six part lesson and 'Challenge' and 'Aspire' LOs to maximise pace and progress (Bloom's Keywords)</p>	<p>Quality first teaching has greatest impact upon progress.</p> <p>Metacognition and self-regulation approaches to teaching and learning +7 months (EEF)</p>	<p>Open door learning walks and drop ins.</p> <p>Observation as per QA calendar.</p> <p>Line managers to QA:</p> <ul style="list-style-type: none"> <li>• 100% of Teachers use data to inform planning by summer 2018</li> <li>• 100% of planning demonstrates planning for progress by summer 2018</li> <li>• 100% of feedback is timely and meaningful (improvement tasks evident) by summer 2018</li> <li>• 4i interventions to improve targeted groups</li> <li>• Book scrutinies</li> <li>• 100% of lessons to use a selection of Collaborative learning activities</li> </ul>	<b>SBR</b>	Half termly

	Use of Time Phased Learning in all lessons  Data focused L&T (4i interventions)				
Improve the attainment and outcomes for all students, but in particular for PP students, with a particular focus on En and Ma.	Weekly RAG meeting / Vulnerable Students Register to identify students to benefit from 1:1 / Option En or Ma. Tracked on weekly basis.	The improvement in PP outcomes from the previous year 2017-18 Need to ensure that these differences are diminished between September 2018 and summer 2019 so that outcomes for PP students are in line with non PP.	Students in 1:1 / Option En or Ma to move closer to target grade as a result of additional resources and funding.  Parental Meetings and information about ASP  Tracked at data collections and measured in summer 2019 outcomes.	ACa	Weekly RAG / Vulnerable Students meetings
Accuracy of assessment predictions Vs actuals	Regular standardised assessment in line with STEPs calendar  <ul style="list-style-type: none"> <li>GAP analysis</li> </ul> Moderation of actuals <ul style="list-style-type: none"> <li>Standard assessments set across the trust for wider use of moderation</li> </ul>	Accurate assessment and grading is essential so that student know where they are in their learning and understand what they need to do to improve (Question level analysis)  Accurate assessment is essential for appropriate timely and targeted interventions.  Feedback is information given to the learner or teacher about the learner's performance relative to	<ul style="list-style-type: none"> <li>Introduce PIN marking and quality CPD.</li> <li>Share good practise.</li> <li>Analysis of student responses.</li> <li>NET subject directors to standardise assessments and moderate marking.</li> <li>External standardisation with exam boards and Northern Alliance</li> </ul>	AWa	Every assessment and data cycle  As per QA calendar

		learning goals or outcomes +8 months (EEF)			
Implement and monitor new marking policy and ensure staff are compliant in following the policy	CPD to share PIN and PROUD marking policy with focus on improvement tasks	Effective feedback recognised by Hattie and Sutton Trust as having positive impact upon progress EEF toolkit puts the size effect of feedback at 8+ and very low cost. Feedback can be verbal or written but emphasis on improvement. Feedback can be delivered through teacher, other adult or peers.	<ul style="list-style-type: none"> <li>• QA calendar work scrutiny.</li> <li>• Observations.</li> <li>• Learning walks.</li> <li>• Line manager QA.</li> <li>• 4i evidence</li> </ul>	SBr	Half Termly
Targeted questioning	Seating plans  Random name generators more heavily weighted for PP students (Teacher Toolkit)  Seating plan required for all lessons and are evidenced in teachers' planning files.	Research shows that other schools have narrowed the gap by targeting first and last questions to PP students.  Open ended questions demand a higher level of thinking into a valid response.  Scaffolded questioning to develop confidence and secure improved engagement.	Procedures and seating plans clearly identify PP, MA and HAP students and make it easier to monitor performance.  Seating plan required for all lessons and are evidenced in teachers' planning files.	HOD Learning Walks	As per QA calendar
Improve literacy: spelling, grammar, punctuation and vocabulary	Develop half termly literacy focus.  VMG to be used to deliver literacy and then develop through curriculum areas.	PP students' lower literacy levels impact on their accessing the curriculum and therefore making progress within it.  Manor Academy PP students enter the academy with low literacy	QA, book scrutiny, lesson planning, learning walks.  Compliance checks.  Intervention by interaction (tasks to be given on entry to	AJo Deep	Every Half Term

		levels which has an impact across curriculum subjects.	academy/breaktimes/lunch times)  Suffolk Reading Test used as a baseline  Lexia reports shared with classroom teachers		
Improve Numeracy:	Develop half termly Numeracy focus.  VMG to be used to deliver numeracy and then develop through curriculum areas.	PP students' lower numeracy levels impact on their accessing the curriculum and therefore making progress within it.  Manor Academy PP students enter the academy with low numeracy levels which has an impact across curriculum subjects such as science (Curriculum focus for this year)	QA, book scrutiny, lesson planning, learning walks.  Compliance checks.  Hegarty maths monitoring  Numeracy Ninjas  Intervention by interaction (tasks to be given on entry to academy/breaktimes/lunch times)	IBo	Every Half Term
Improve student outcomes by fully resourced study area for year 11 students, in particular PP.	Fully stocked study area available for all students, but in particular PP.	Access to revision guides / materials for independent learning	HOD to provide / request resources in place at the latest of December 2018. Re-stocked on regular basis in lead up to summer exams as new revision material becomes available.	HOD Exam Officer	Half Termly
Ensure students catch up and keep up through targeted progress clubs	Students identified via departmental and the RAG / VSR meetings receive timely support and intervention to close	Rapid implementation of support and interventions can prevent a student from falling further behind.	Weekly RAG / VSR meetings identifies students in need of additional support.	ACA	Weekly

	their learning gap via after school, weekend and holiday sessions.	Subject specialist staff are best placed to deliver and can consolidate learning in intervention time through normal curriculum time and vice versa.  Additional specialist teaching at weekends, holidays and after school where identified can accelerate learning and allow students to catch up	Individual students progress reported back at the following week's RAG / VSR.		
NEET to be below 4% at KS4 outstanding CEIAG to PP students	Developing pathways and aspiration to ensure all students have an intended destination High quality careers advice (SLA)	Reduce the number of students NEET	Monitored by Careers		Termly
<b>Total budgeted cost</b>					<b>See Section 7 Breakdown</b>

<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review impact?</b>
Improve the attendance of PP students to diminish the difference towards national average for all students.  Continue to reduce the number of	PP Champion to provide 1-1 support and challenge of parents and students with poor attendance and who are at risk of becoming PA	Direct correlation between poor attendance and underachievement.  Virtual school used to ensure that students with long term illness do not miss out on teaching and learning	Weekly monitoring of attendance with relevant challenge, direct liaison with Local Authority Designated Officer	SFr	Daily Monitoring

<p>disadvantaged students who become PA*, improve parent academy relationships</p>	<p>Build on existing good links with primary schools in order support each other with 'family' attendance issues and educate parents as to the rigour of Manor's challenge of non-attendance prior to entry.</p> <p>Dedicated attendance team to track, support and intervene with PP students' attendance.</p>	<p>Historic and familial issues of poor attendance from feeder primaries.</p> <p>PP Champion to establish linked protocols consistently applied to eradicate problems on transition.</p> <p>Use of Bridge and PLC to target key groups to help maximise attendance</p>	<p>Fortnightly challenge of parents and students at Attendance Panel</p> <p>Regular Monitoring by SMI</p> <p>PP Champion</p> <p>Daily monitoring of attendance.</p> <p>Home visits by attendance officer &amp; letters sent to parents.</p> <p>Meetings held with parents. Regular contact/meetings with outside agencies.</p> <p>Fixed Penalty Notice warning &amp; prosecution.</p> <p>Weekly, termly and annual rewards for 100% attendance/significant improvements</p>		<p>Weekly monitoring</p> <p>Reviewed January 2019 and April 2019.</p>
<p><b>Total budgeted cost</b></p>					<p><b>See Section 7 Breakdown</b></p>

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
Improve GCSE outcomes	1:1 / Small group tuition Progress Clubs (Mon-Thurs) Holiday School (half terms and summer)	To improve the outcomes of disadvantaged students through specialist tuition to ensure expected outcomes in 2019. (Maths/English 121)	Weekly RAG meeting / VSR to identify students and track progress	Aca	Weekly
Improve attainment and achievement of the most able disadvantaged students	Mentor, access to aspiration visits and speakers and working directly with Higher Education students  Expand the enrichment areas	Raising aspirations by allowing disadvantaged students to see the opportunities and removing any barriers to access  Enrichment helps to create/strengthen relationships between staff and students.	Termly report to governors of visits, speakers, with the specific focus on PP students. PP student voice on aspiration. Monitor attendance at enrichment	SBr	Termly
Improved outcomes of disadvantaged students through ensuring equipment and resources are not a barrier to success	Provide the necessary equipment and resources such as revision guides, planners, wall charts etc. to ensure all students are equipped for success	To allow disadvantaged students to revise and work independently the necessary resources are provided	All students have access to the necessary equipment. Evidenced in classrooms.	HOD	Termly

Raise outcomes and enjoyment of school for PP students	Ensure that no student is excluded from participation due to finance (Enrichment)	Provide free breakfasts, ensuring PP students receive the sustenance needed to aid concentration and attendance.  Providing free peri-music lessons for any disadvantaged students and support with costs for trips and extra-curricular activities  Additional support for activities and events Aspirations/Graduation/Prom/Field trips	Coordinated by DCO	ACa	Termly
Increase parental engagement for PP students	Work with families and coordinate a parents' group who will represent a parent voice forum	Engaging with the parents of disadvantaged students can support students' achievements and attendance and reduce the likelihood of FTE.  PP champion used as early intervention at the pre-PA level	Monitored by SHI	GWi	Half termly
Reduce the number of FTE/C6/C4 for PP students	Modify behaviour policy to add another level C5b  Parents are informed of all C4 incidents (Planner Stickers).	Pilot policy introduced at North Shore and Dyke House significantly reduced FTEs with this additional level in the policy.	<ul style="list-style-type: none"> <li>• Daily monitoring of FTE</li> <li>• Meetings held with parents and students for reintegration</li> <li>• Regular contact / meetings with outside agencies for students vulnerable to PEx</li> </ul>	RSh SBr	Weekly
<b>Total budgeted cost</b>					<b>See Section 7 Breakdown</b>

6. Review of expenditure				
Previous Academic Year		<b>2017-18 TOTAL Pupil Premium budget: £494,211.70</b>		
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
<b>Improve outcomes for PP students and attendance at extra curriculum activities</b>	Enrichment resources, Revision sessions (Progress clubs)	Attendance at after school clubs did improve towards the end of the year but was mainly focussed on Y11. Outcomes for PP in headline measures and in some subjects areas improved.	Purposeful and tailored resources need to be provided. Students need to be tested each term to show impact. Communication with parents is key. (Strategies successful and will continue in the sort period that is was used). It also needs to be targeted at all year groups.	£16,614.06
<b>Improve links with other academies (internal/external) to the trust. Share and identify best practice (Share resources)</b>	Training and additional staffing (secondment of Staff). Network meetings for HOD/directors	Improvement in subject areas outcomes. Consistent assessments policy implemented across the trust (More accurate predictions). Sharing of resources and planning (Six part lesson implemented in 70% of lessons)	Culture change is key to ensure that staff and students understand that each academy is part of a bigger organisation (Networking). (Strategies successful and will continue)	£31,778.73
<b>Improved outcomes in core subjects English and Maths</b>	Option English and Maths. Additional classes in core subjects (English and Maths)	Targeted support (reduce curriculum and consolidate learning in English and Maths (Ensure Life Chances). Improved outcomes and both English (+3% 4+) and Maths (+2% 4+)	This Strategy is hugely successful in other academies within NET, where it has been sustained across the full academic year. Successful strategy and will continue.	£32,064.32

<b>Reduce Knowledge gaps in core subjects in English and Maths</b>	121 English and Maths. Targeted support to reduce knowledge gaps (small group withdrawal from lessons)	1 to 1 tuition has had impact on student outcomes (Headline and other subject areas)	Again this Strategy is hugely successful in other academies within NET, where it has been sustained across the full academic year. Successful strategy and will continue.	£15,334.47
<b>Differentiation and a consistent approach to planning/ assessment/ collaborative learning</b>	Teacher Toolkits/marking and feedback/Hegarty maths/Exam Pro	Narrow the gaps in attainment and achievement.	Strategies successful and will continue.	£10,533.36

<b>Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</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>
<b>Parental engagement</b>	Parent information evenings/revision sessions/reporting systems/STEPS	Outcomes for PP in headline measures and most subjects areas improved significantly. Improved attendance at parent information events	All staff to attend events and make it part of the 1265, so crucial advice and guidance can be given by specialists (all subject areas). Communication and student involvement at each step of the process (student Voice) is key to the success of the events. (Strategies successful and will continue)	£6,706.50

<b>Barriers to learning (Uniform)/ planners/ transport</b>	To support parents with the purchase of correct uniform/planner	Remove barriers to learning, and raised expectations regarding uniform (introduced a new policy)	Clear uniform policy (Strategies successful and will continue). Planner needs to be used in every lesson (recording of homework/event etc)	£4,644.99
<b>Improve Literacy/reading ages from entry KS2 (Meeting expected standard)</b>	Early Intervention to support reading and literacy – led by Tutors during tutor time each day.	Improved reading ages closer to chronological age. Reduce the number of students not at expected standard in Reading at the end of Y7/Y8	Additional testing needed on entry Y7 to benchmark impact. Additional strategies needed to help with intervention (Lexia). Strategies successful and will continue	£20,244.48

<b>Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</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>
<b>Improve behaviour for learning</b>	Introduction of consequences behaviour system	Behaviour across the academy has improved with FTE/C6 reduced by 17% in the first 4 weeks compared to the last 4 weeks of term.	This need to be consistently applied at all levels. Parents and students need to understand the system fully. Strategies successful and will continue	£28,100.63

<p><b>Lower absence rates to improve attainment of vulnerable students</b></p>	<p>Bridge and PLC unit to be setup / assigning of educational Psychologist</p>	<p>Within the Bridge support was given to students with more complex social, emotional, behavioural and medical issues. It provided a safe and supportive environment for the Academy's most vulnerable students. This helped improve the attendance/achievement of some of the most vulnerable students. The Personalised Learning Centre co-ordinated personalised learning packages designed to meet individual need, provide focussed intervention to support and raise attainment and deliver alternative GCSE equivalent qualifications to a selected group of students identified through RAG and the vulnerable students register.</p>	<p>Strategies successful and will continue.</p>	<p>£56,466.92</p>
<p><b>Improve behaviour for learning/Pastoral care/Attendance</b></p>	<p>Deeps model implemented. The Vice Principal, SENCo, Assistant Principals, Progress Leaders, Teaching Assistants, Attendance TEAM, CEIAG Officer, Bridge Manager and Child Protection Officer</p>	<p>Outcomes for PP in headline measures and most subjects areas improved. Improved attendance in key groups 1% improvement since the start of term</p>	<p>Strategies successful and will continue.</p>	<p>£146,187.22</p>

<b>Careers advice and guidance (Aspirations)</b>	Support for careers and destinations (Destinations)	Advice and guidance for post 16 applications/University. Students have a better understanding of curriculum pathways.	This needs to be expanded into high education (Aspirations). Strategies successful and will continue.	£8,948.99
<b>Reduce/avoid permanent exclusion</b>	Alternative education provision	Reduce/avoid permanent exclusion throughout all year groups in particular Y11.	Each student needs a tailored curriculum offer, with core subjects such as English and Maths being given priority. Strategies successful and will continue, but needs to be reduced.	£114,929.31
<b>Improve Student engagement</b>	Y11 Prom Reward	Helped improve engagement/behaviour in lessons in Y11	Other incentives need to be provided for other year groups throughout the year. Strategy successful and will continue.	£2,657.72
<b>Total Spend 2017-18</b>				<b>£495,211.70</b>

## 7. Breakdown of Planned expenditure

Academic year	2018-2019
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Action	Pupil premium allocation	Measurable impact	Date of review	Lead teacher - responsible for evaluation of action
Option English and Maths	Total Commitment <b>£55,055.00</b>	Targeted support (reduce curriculum and consolidate learning in English and Maths (Ensure Life Chances)	Termly	CRA/LKI
Maths/English Science Directors	Total Commitment <b>£138,743</b>	Planning and Targeted support small group sizes	Termly	LKI/RBY
Bridge and PLC Unit setup	Total Commitment <b>£35,404.13</b>	Additional support for key areas such as PP/SEND/Attendance/Aspirations and Behaviour	Termly	JGR
1 to 1 Tuition in Maths and English	Total commitment - <b>£50,000.00</b>	1 to 1 tuition in all NET academies has significant impact on student outcomes.	½ Termly reviews with NET Directors.	CRA / RBY / GWI
Staff provision for pastoral support in each year group (Learning Managers)	5X Learning Managers/Consequences gatekeeper Total Commitment <b>£66,010.58</b>	Analysis of wider school indicators, including class behaviour data, attendance and punctuality data – with demonstrable improvements	Weekly – as part of VSR	CKI
Targeted actions to improve any attendance gaps between pupil premium children and whole school	Attendance Officers – focus on targeted PP initiatives 1X attendance officer <b>£15,065.58</b>	Analysis of the pupil attendance and punctuality data for those children entitled to receive the Pupil premium grant	Weekly analysis to identify data with termly review.	SFR
Revision Materials	Revision materials for English, maths and science	Revision materials provided for Y10 and Y11 students to support them in preparation for KS4 examinations.	Review with HOD – April 2019	SBR

	Total commitment <b>£13,500.00</b>			
Teacher Toolkits/ Teaching and learning boxes	Total commitment <b>£1,000.00</b>	Teacher toolkits purchased for all teachers to drive collaborative learning structures across the academy based on use at other NET academies.	½ Termly as part of lesson observation cycle.	SBR
Student rewards for attending intervention.	Total commitment <b>£1,000.00</b>	Students are provided with rewards and incentives in order to promote engagement with the intervention programme.	½ termly as part of intervention programme review.	CRA
Revision Sessions and Catering	Total Commitment <b>£31,781.00</b>	Students provided with revision session program and food will be provided.	½ termly as part of intervention programme review.	GWI
Enrichment Resources	Total Commitment <b>£2,000.00</b>	Additional resources to be purchased for creative clubs for other year groups	N/A	DCO
SLT Mentors	Total Commitment <b>£25,000.00</b>	SLT to mentor venerable/underachieving students identified at RAG/Venerable students meeting/academy waves of intervention	Weekly reviews	CRA / RBY
Welfare SLA/Educational Psychologist/ Safeguarding Wellbeing officer	Total Commitment <b>£28,917.51</b>	Part of the emotional and behaviour support within the academy (Assist with attendance)	Weekly reviews	PMA
Student Voice	Total Commitment <b>£500.00</b>	Students elections and engagement in the decision making within the academy	N/A	GWI
Celebration/information Evenings	Total Commitment <b>£1,500.00</b>	Resources to support the enrichment program	termly as part of intervention programme review.	JHA
Graduation Y8	Total Commitment <b>£30,000.00</b>	Part of the rewards at the end of Y8, students moving into KS4 options	½ termly as part of intervention	DCO

			programme review.	
Alt Education	Total Commitment <b>£112,000.00</b>	Attainment and progress of ALT students (Engagement with education)	½ termly as part of intervention programme review.	CKI / RBY
Careers SLA	Total Commitment <b>£18,000.00</b>	Support for careers and destinations (Destinations) . Visits to Universities and work place providers. Resources and materials for the Life curriculum (Destinations )	½ termly as part of intervention programme review.	CRA
Exam Pro	Total Commitment <b>£1,300.00</b>	Exam board resources (teachers and students)	N/A	N/A
Barriers to learning (Uniform)/ Transport/Planners	Total Commitment <b>£8,000.00</b>	Remove barriers to learning, and raised expectations regarding uniform	N/A	N/A
Hegarty Maths	Total Commitment <b>£1,600.00</b>	Maths support at home (Home Work)	Weekly reviews	IBO
MIS/text messaging	Total Commitment <b>£10,200.00</b>	Remove barriers to learning, and raised expectations regarding uniform	N/A	N/A
Literacy Intervention	Total Commitment <b>£12,000.00</b>	Accelerated progress in reading attainment for all year groups	½ termly as part of intervention programme review.	SBR/AJO
<b>Total Expenditure</b>	<b>£658,571.80</b>	Ensuring the narrowing of the gap between attainment outcomes for all children entitled to Pupil Premium support compared to those not receiving such support – referred to as national attainment outcomes.		

Glossary of Terms	
Attendance and Disciplinary	Preliminary challenge from governors to parents of students exhibiting issues around behaviour or attendance.
AVP	Assistant Vice Principal
Basics	Achieving both English and mathematics GCSE at grade C or above until 2016 and Grade 5 or above from 2017.
CEIAG	Careers Education, Information, Advice and Guidance
HOD	Head of Department
CPD	Continuous Professional Development
ELM	Every Learner Matters Mentor
FTE	Fixed Term Exclusions
HATs	High Attaining Students (from their assessment at the end of Year 6 in primary school)
HLTA	Higher Level Teaching Assistant
LATs	Low Attaining Students (from their assessment at the end of Year 6 in primary school)
L&M	Literacy and Numeracy
MATs	Middle Attaining Students (from their assessment at the end of Year 6 in primary school)
NEET	Not in Employment Education or Training
NET	Northern Education Trust
PA	Persistent Absence / Persistent Absentees: students with absence rate of 10% or more
PEX	Permanent Exclusion
Progress 8 / P8	New national measure of progress across 8 subjects at GCSE
SEND	Special Educational Needs and/or Disabilities
SLT	Senior Leadership Team
T&L	Teaching and Learning
VP	Vice Principal
CLFP	Curriculum Lead financial planning

## **Reporting**

It will be the responsibility of the Vice Principal (JBE) to produce regular reports for the Governing Body:

- How the money has been allocated
- The progress made towards narrowing the gap by year group for socially disadvantaged students
- An outline of the provision that was made since the last meeting and the impact of such provision

- The Governors of the academy will ensure that there is an annual statement on how pupil premium funding has been used published on the academy website. The use of pupil premium funding will be carried out within statutory requirements published by the DFE.