

Evelyn Grace Academy Pupil Premium Strategy 2018.19

At Evelyn Grace Academy, we believe that every student can achieve excellent outcomes, no matter what their starting point or background. We make no assumptions about the barriers an individual student may face and understand that every child is different and so we endeavour to know every child through highly effective pastoral care. This knowledge combined with accurate assessment data that drives highly targeted support within and beyond the classroom are key. We believe that securing excellent outcomes depends on our whole school approach to developing consistently excellent teaching and the creation of an exemplary culture of student behaviour. This all combines with a clear staff structure where every adult is well-deployed and the leadership of the school is responsive and clear in its ethos and ambition of high attainment for all.

1. Summary Information (2018.19)					
Total number of pupils	676	Number of pupils eligible for PP	360 (53%)	Total PP Budget	£453,943
2. Current attainment (2017.18)					
	All Pupils	Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP (National)	
Progress 8 score	-0.49	-0.6	-0.3	+0.11 (Forecast)	
Attainment 8 score	3.8	3.6	4.2	4.8 (Forecast)	
% achieving both English and Maths GCSEs (9-5)	23%	20%	27%	49% (Forecast)	
% achieving both English and Maths GCSEs (9-4)	41%	36%	50%	71% (Forecast)	
3. Barriers to future attainment for pupils eligible for PP					
Academic barriers					
A.	A high proportion of students eligible for pupil premium arrive in year 7 with low levels of literacy and/or numeracy which hinders their ability to access the curriculum, to work independently and make expected progress.				
B.	Students with SEN are disproportionately disadvantaged (66% of the total number at EGA)				
C.	Some disadvantaged students have social, emotional and mental health difficulties which contribute to poor behaviour and act as a barrier to good progress				
D.	Disadvantaged students may lack the social and cultural capital that enables them to access the secondary curriculum and thereby make good progress				
Additional Barriers (Barriers external to school)					

A.	Some disadvantaged students may be more likely to have a low attendance rate
B.	Some students eligible for pupil premium come from homes where parental support and engagement is lacking
C.	Some disadvantaged students may be more likely to live in neighbourhoods where gang culture and other criminal activity present challenges for their safety and wellbeing
D.	Disadvantaged students are twice as likely to be not in education, employment or training (NEET) and at higher risk of ending up in poverty as adults. (2014 'State of the Nation')
E.	Some disadvantaged students are more at risk of exclusion because of associated social, emotional and mental health difficulties
4. Intended outcomes	
A.	Create a student culture where routines are embedded, ensuring students are calm, punctual, prepared and engaged in their learning, with a significant reduction in fixed term exclusions and permanent exclusions and a secure ratio of 3:1 rewards to sanctions.
B.	Raise the quality of teaching and learning so that the majority (80%) of lessons taught are at least good
C.	Significantly improve outcomes for all students across all Key Stages including PP students so they are making at least expected progress
D.	Significantly reduce lateness to school with no more than an average of 10 students late to school each day
E.	Whole school attendance of 94.5% attendance and 13.4% PA with no PP gap
F.	Ensure 100% of Year 11 students are not NEET and 100% of Year 13s go on to study at university, further training or the career of their choice

5. Planned Expenditure					
i. Quality teaching for all					
Action	Intended Outcome	Evidence and rationale	How will you ensure it is well implemented?	Staff Lead	When will you review implementation?
Coaching for all new staff following Bambrick-Santoyo's Instructional Leadership model	All new teachers have weekly action steps so that they teach at least consistently 'good' lessons	Teachers need regular feedback to improve and need to practice key skills as highlighted by the Instructional leadership model of coaching	Weekly coaching meeting for all coaches to share action steps and discuss progress with case load	FFI	Termly review by studying learning walk and observation data

Create 'minute by minute' routines and embed through CPD	Exemplary behaviour where students are calm, engaged, punctual and prepared so that learning is not disrupted	Student culture must be set and defined by the leadership team with clarity on what is expected of students, staff and leaders otherwise learning will be disrupted	30-day play book implemented in Autumn 1	TDA/EEV/FFI	Daily during Autumn 1 and on-going
Weekly learning walks and live coaching	Teachers get constant feedback and support so that teaching is at least good	Live coaching allows teachers to get better faster as they practice on the feedback they are given in the moment	Check list of key skills trained on so that staff are audited and targeted support is put in place for those who need it. Videos of live coaching will be shared with staff in CPD for modelling of good practice.	FFI	Weekly and Termly evaluations of quality of teaching and learning
Train and embed planning which embeds measurable objectives, 4 phases and skills	Students are successful in achieving lesson objectives and are taught to be assessment proficient so can demonstrate skills in all subject areas	With linear curriculums students should master skills and learn content in every lesson and this means they must practice skills from year 7 through backwards planning	Training with middle leadership and then all staff so that planning can be done in subject teams and co-planning embeds and revises lesson planning	FFI	On-going evaluation of planning through line management
Maths and English curriculums focused on raising literacy and numeracy through: Mastery, reading for pleasure and expressive writing.	Students are making expected progress in English and Maths and students make at least one year's progress with reading age.	Students need deliberate practice with mathematical processes and sentence structure and use of grammar. Students who enjoy	Maths and English reviews by mastery and ARK allow us to evaluate our implementation of these programmes and improve	SAS/EEV/SCH/LVA	Termly assessment

		reading make better progress in English.			
Total Budgeted cost				Mastery: £6000 CPD: £12,174.25 Total: £18,174.25	
ii. Targeted support					
Action	Intended Outcome	Evidence and rationale	How will you ensure it is well implemented?	Staff Lead	When will you review implementation?
Targeted mastery sessions for Year 11s who data indicates are not making expected progress	Students targeted close gaps in the understanding as identified in QLAs of most recent assessments	Intervention must be data driven and based on grades and knowledge and skills gaps if these are going to be closed	Review assessment data for targeted students and conduct learning walks through mastery sessions as well as review the quality of planning through learning walks	FFI/DMC/NMO	Following each termly assessment drop
PET-Xi to deliver Business Studies vocational qualification to targeted students at risk of low A8	Additional qualification for students not making expected progress	PET-Xi has proven track record of enabling students to pass qualifications if they pass the audit and we need to target students with low A8 scores based on recent summative data	Cover supervisors to support PET-xi staff throughout delivery. Head of Key Stage 4 to have oversight of delivery.	NMO	End of Spring Term
Targeted Year 13 students to be tutored by Coach Bright graduates	Students to secure at least ALPs grades in A Level subjects	Students need subject specific tutoring from high achieving graduates	MHA to track students who receive tutoring by analysing 3 weekly summative data and speaking to students about the tutoring	MHA	Termly assessment drops
Targeted students in Key Stage 4 to follow	Students to develop key life skills through	Targeted students with low APS struggle	Learning walks, student surveys and	NMO & Line managers	Termly assessment

vocational pathways including sport, Business studies and Princes Trust	Prince's trust and gain L2P in vocational courses	to access and enjoy and succeed in traditional GCSEs	line management of subject areas		
Therapy for students dealing with social and emotional difficulties that is impacting on behaviour, attendance and progress	Students can manage their emotions and thereby stay in school and lessons and make expected progress	REACH project done with Kings College indicates high levels of mental health issues amongst students at EGA and so professional support is required	Track students receiving therapy through analysing attendance, behaviour and progress data. Supervision for lead Therapist.	SAS/HHI	Termly
Lexia literacy programme for targeted Year 7 students	Students make at least one year's progress with their reading age	Students with low reading ages and KS2 scores need regular intervention to master key literacy skills	Appointed literacy coordinator to be trained on how to plan teach following analysis of data	SAS/Literacy coordinator	Termly
Specialist LSAs (Literacy, Numeracy, Social & Emotional and HW/Social time) to have focused training and then be well deployed to support key SEN students and differentiate planning and resources	SEN students make at least expected progress following appropriately differentiated resources which allow for access and PP/SEN students can complete HW in school if not at home	SEN students need reasonable adjustments made to lesson resources and scaffolds provided so that lesson objectives are achieved. LSAs should have specialist training to have an impact and support learning through inclusion in the mainstream classroom. Students from disadvantaged homes may need a	Learning walks of LSA lessons and sharing of good practice through weekly SEN meetings. LSAs given student caseloads to raise accountability	CNE	Termly assessments

		space in school to complete HW.			
Students at risk of gang affiliation will attend some support groups led by ex-offenders through Lambeth	Students are not permanently excluded and attend school regularly and avoid arrest	Disadvantaged students living in Lambeth are more likely to be at risk of gang affiliation and criminal activity and need to be shown the consequences of the wrong choices	Student and parental evaluations	SAS/EEV	End of programme
Brilliant club run for targeted high achievers in Years 8 and 9. Specific focus on PP & BC students	Students aspire to go to university and enjoy success with A Level and degree level work in the humanities area	Brilliant club is a national organisation that aims to work with disadvantaged students and get them to university through stretching academic projects	Small groups working with graduates who tutor them through the project	Gifted and Talented coordinator	End of 6 weekly project
Beyond the classroom: Girlhood to womanhood	Student's attendance and engagement with subjects will improve with confidence levels being significantly increased. This will reduce the 'At Risk of Being NEET' and increased well-being.	Beyond the Classroom prepares girls who are experiencing low self-esteem around body image and sexuality and relationships. Through arts and drama these issues will be explored and presented to younger students by the 10 girls selected. Eventually they will mentor similar profile young women.	Girls will be facilitated by trained members of the organisation Beyond the Classroom. B t C will also provide an impact report based on before and after assessments of where and how the young people see themselves.	FHA	Termly

Beyond Careers	Student are given preparation for WRL and insights into Corporate world to raise aspirations and focus on 'soft-skills' to both increase confidence and exposure to the World of Work.	Work Related learning: visiting different Corporate Partners for 5 days with a trained mentor from a Corporate Firm. Final Pitch competition	Evidence of reflections on the 5 days and soft skills improved will be collected. Benchmarked survey to gauge increased confidence with career understanding.	FHA	
			Total budgeted cost	Therapy: £22,000 Brilliant Club: £4000 Lexia: £3000 Mastery: £6000 PET-Xi: £27,000 Coach Bright: £5,000 Beyond the classroom: £4,200 Total: £71, 200	
iii. Other approaches					
Action	Intended Outcome	Evidence and rationale	How will you ensure it is well implemented?	Staff Lead	When will you review implementation?
Launch of new whole school approach to attendance tracking and monitoring	94.5% attendance	Good attendance is key to high attainment and low attenders make disproportionately poor progress. Schools with higher levels of pupil absence have lower performance among disadvantaged pupils than schools with	Weekly actions will be logged and actioned on the attendance tracker. This will be overseen by an attendance consultant. Newly appointed attendance and welfare officer now trained and in post.	EEV	On a weekly basis when attendance data is published

		otherwise similar characteristics.			
Introduction of DOLs who either do not teach or have very low loadings so they may devote their time to supporting staff and students	Prevent disruption to learning so that student progress is not hampered	Disadvantaged students suffer disproportionately where behaviour is poor and learning is disrupted	Creation of Hot-Spot Timetables for staff and student support. Student culture is reviewed on a weekly basis in pastoral meeting, Daily detention data is reviewed for intervention.	EEV	30 Day playbook is seeing culture is the sole focus of Autumn 1
Use of alternative provision (Bright Education) and our internal exclusion and that of other schools to reduce the need for exclusions	Reduce the number of fixed term and permanent exclusions and thereby include students and not disrupt student's education	PP students are disproportionately excluded and so alternatives must be sought so that students are kept in education and secure strong outcomes and avoid being NEET	Internal exclusion manager to track progress of students who spend time in IE through data tracking and report	EEV/AWE	Termly
Create a parent forum and work with PEN to increase parental engagement	Increased engagement with parents so that attendance at parents evening is high and partnership is forged to secure excellent progress, attendance and behaviour of all students	Schools who work in partnership with parents and can help parents to develop their parenting are more likely to work together to secure good outcomes for every child	Head of Key Stage 3 will have oversight of both strategies and will feedback to SLT on progress	MLA	End of Year
Work related learning programme for Year 10 students led by Spiral	Students think about career choices with 0% NEET (of those	Nationally, disadvantaged students are more likely to become	Survey students about careers guidance programme and	FHA/SAS	End of Year

<p>organisation coupled with careers fair, next steps programme and interviews with FHA (Level 7 Careers Practitioner). Year 11s to have Next</p>	<p>attended) after Year 11</p>	<p>NEETs so a work readiness programme is necessary to support them with their career and educational choices</p>	<p>through careers audit as organised by ARK Detailed Impact Report from Spiral based benchmarked before and after survey.</p>		
			<p>Total budgeted cost:</p>	<p>DOLs: £187,160.16 Spiral: £12,290 Bright: £40,000 Attendance consultant: £5000 IE Manager: £46,053.38 Careers: £39,750.36 Attendance & Welfare officer: £34,314.85 Total: £364, 568.75</p>	