



## Gloucester Academy Pupil Premium Strategy 2019/20

1. Summary information					
Academic Year	2019/20	Total PP budget	£362,614	Date of most recent PP Review	New plan
Total number of pupils	733	Number of pupils eligible for PP	354	Date for next internal review of this strategy	Jan 2020

2. Current attainment Y11	2017/18		2018/19	
	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP	Pupils not eligible for PP
% achieving 5 in English & Maths	9.3%	20%	4.5%	15.2%
Progress 8 English Element	-1.40	-1.3	-1.8	-1.4
Progress 8 Maths Element	-0.8	-0.6	-1.5	-0.9
Progress 8 score average	-1.18	-1.0	-1.74	-1.27

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
<b>A.</b>	Good progress prevented by low literacy and numeracy skills.
<b>B.</b>	Year 11 outcomes for predicted progress are not in line with national average.
<b>C.</b>	Behaviour and attitudes affects progress.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance: PP students still significantly below non- PP students
<b>E.</b>	Poor engagement of some families

<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		<b>Success criteria</b>			
<b>A.</b>	Improved progress in literacy and numeracy	Reading age data and numeracy skills to show improvement so that students are now able to access the curriculum..			
<b>B.</b>	Improved Year 11 outcomes	Progress to be closer to non PP.			
<b>C.</b>	Reduced behaviour incidents	Reduction of PEX, FTE and number of incidents in year 2019/20			
<b>D.</b>	Improved Attendance	Attendance to improve to national average for PP			
<b>E.</b>	Improved engagement of some families.	Increased attendance to Parents' Evenings and other events. Leading to better student engagement.			
<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019/20</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Evaluation of effectiveness (to be evaluated over 2019-20)</b>



<p>In class support and small group interventions to improve progress rates and address gaps in learning</p>	<p>Use of HLTA English, HLTA Maths and HLTA Year 7 to support weekly in class</p> <p>£78,000</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i></p> <p><i>EEF guide to Pupil Premium (Summer 2019 update) states targeted interventions are likely to be most effective when deployed alongside efforts to improve teaching and wider barriers to learning such as attendance and behaviour.</i></p> <p><i>EEF guide to Pupil Premium (Summer 2019 update) states that evidence consistently shows the positive impact targeted academic support can have – including those not making good progress across the spectrum of achievement.</i></p>	<p>English: HLTA delivers a weekly catch up session &amp; extracts underachieving pupils for small group interventions. Also HLTA supports KS3 classes and provides one to one.</p> <p>Maths: HLTA provides in class support. Also have withdrawal groups</p> <p>Groups in KS3 and KS4 Teachers to prioritise PP students for intervention</p> <p>HoD to track progress data against PP students, map against levels of intervention</p>	<p>HoD directing HLTA's</p>	
<p>Improve progress through targeted learning (revision days/classes). Holiday revision</p>	<p>Provide revision sessions to raise achievement. Target PP students underachieving to attend</p> <p>£5000</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i></p> <p><i>EEF guide to Pupil Premium (Summer 2019 update) states targeted interventions are likely to be most effective when deployed</i></p>	<p>Track attendance to after school revision/ intervention of targeted PP students</p> <p>QA of revision sessions/ days/ holiday revision</p> <p>Use of QLA and Smith Proformas to bespoke interventions</p>	<p>MS</p>	

		<i>alongside efforts to improve teaching and wider barriers to learning such as attendance and behaviour.</i>			
Accelerated Reader in Y7 and Y8 to improve reading ages to chronological age. Additional 20 minutes tutor time added to day for reading.	Regular use of the Learning Resource Centre and AR to improve reading in Y7 and Y8. Use of English lessons to do this. Whole tutor group daily reading sessions. Targeted students removed for small group support with reading. £1,600	EEF Toolkit: Technical Appendix: Reading comprehension strategies. Moderate impact for low cost. AR used nationally to support progress in reading age.	GL assessments start and end of the year, formal testing	RW	
<b>Total budgeted cost</b>					
<b>ii. 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 you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Evaluation of Effectiveness</b>
Support/ nurture of PP students associated with SEMH/ young carers to improve attendance, reduce FTE/ behaviour scores and improve academic outcomes.	Two HLTA's to run the Growth Hub Identify key students with a focus on PP. Implement targeted strategies against individual needs. Small group withdrawal and in class support	EEF Teaching Toolkit. Moderate impact for moderate cost. Based on extensive research EEF.  <i>EEF guide to Pupil Premium (Summer 2019 update) states targeted interventions are likely to be most effective when deployed alongside efforts to improve teaching and wider barriers to</i>	QA of interventions Line management from SENCO Targeted student tracked against attendance and behaviour data. Academic data also tracked over data drops Student feedback	DR	



	<p>£48,000</p> <p>Employment of 3 x Pastoral Assistants total cost £75,000 (how much to come from PP?)</p>	<p><i>learning such as attendance and behaviour.</i></p>	<p>Parental engagement Use and impact of external resources.</p>		
<p>Cameron Parker – motivational speaker to support targeted PP students to improve effort, attainment, behaviour.</p>	<p>6 days during the year. Workshops with targeted students. Parental engagement at start up meeting, plans for each session to go home and impact evaluated by CP. £5000</p>	<p>EEF Teaching Toolkit. Moderate impact for moderate cost. Based on extensive research EEF. <i>EEF guide to Pupil Premium (Summer 2019 update) states targeted interventions are likely to be most effective when deployed alongside efforts to improve teaching and wider barriers to learning such as attendance and behaviour.</i></p>	<p>CP to provide tracking of targeted students he is working with to monitor impact via Impact Report.</p> <p>Student feedback.</p> <p>Parental engagement.</p>	<p>JT (POC for CP)</p>	
<p>Additional Attendance staffing to improve attendance of PP students</p>	<p>Weekly analysis of PP students Interventions and monitoring of impact of interventions. Employment of Attendance Manager. £30,000</p>	<p>Additional capacity to support</p>	<p>To help students increase attendance (85-94%). Preventative work earlier expected to reduce number of PAs over time. Of the entire cohort, 72% with vulnerable attendance were PP. Motiv8 delivered by our Assistant Heads of House. All students with attendance between 88-93% were targeted intensively to reflect the new PA threshold of 90%.</p>	<p>LM</p>	

<p>SOL tracker to target attendance interventions and improve attendance of PP students</p>	<p>Buy and implement SOL tracker.</p>	<p>Other schools who have used and evaluated SOL tracker have seen positive results in upward trend for attendance</p>	<p>Initial training for staff. Assistant Principal to verse implementation and weekly reports on attendance</p>	<p>LM</p>	
<p>Provide support for vulnerable students to help improve behaviour, attendance and attainment. Mental health concerns are appropriately referred on to other agencies, access early help.</p>	<p>Employ a school based counsellor across 2 days per week.  £18,000.</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015).</i> Improving emotional wellbeing leads to improved happiness and ultimately academic outcomes</p>	<p>Monitoring of attendance, behaviour and outcomes of targeted PP students.</p>	<p>MP,</p>	
<p>Provide support and diagnosis for identified pupils through use of Educational Psychologist</p>	<p>Targeted hours for PP students most vulnerable  £13,500</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015).</i> Improving emotional wellbeing leads to improved happiness and ultimately academic outcomes</p>	<p>Reports and actions/ outcomes from Educational Psychologist</p>	<p>SA</p>	

Support for new arrivals who have EAL and are PP	Employment of EAL team £46,000		Attendance and behaviour over first term they are in the academy. Support around language development via intervention and monitoring of academic progress (observations, in class support, data drops).	SC	
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Evaluation of effectiveness</b>
Have one member of staff responsible for management of PP	Employ Pupil Premium Manager  £30 000	Clarity of line management for PP manager. One person instead of numerous staff overseeing actions and impact. <i>EEF Guide to Pupil Premium (Summer 2019 update) states the PP Strategy is most effective when it sits at the centre of a whole school plan with all staff understanding the strategy and their role in it. It needs an SLT champion to lead whole school improvements to teaching and learning and this person should be primarily responsible for the PP spending.</i>	Line management meetings. Implementation/ strategic plan of action written by PP manager. Provision Mapping of PP students	PH	

<p>Address needs around anxiety, social, emotional needs</p>	<p>Weekly mentoring by external mentor £10 000</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i> Improving emotional wellbeing leads to improved happiness and ultimately academic outcomes</p>	<p>Weekly meetings with 15-20 students overseen/ identified by SENCO in liaison with HoY</p>	<p>SA</p>	
<p>New initiatives to improve outcomes of PP students. Improving homework and parental engagement.</p>	<p>Pixl Training and Membership. CPD for quality teaching and learning.  £3,200 Go for Schools (Students and Parents)  SAM Learning</p>	<p><i>DofE/ Nfer: What are the most effective ways to support disadvantaged pupils' achievement?(November 2015)</i> <i>EEF Guide to Pupil Premium (Summer 2019 update) states schools have shown they can close the gap via good teaching and careful planning. This has a huge impact on PP students' outcomes.</i> <i>EEF guide to Pupil Premium (Summer 2019 update) states targeted interventions are likely to be most effective when deployed alongside efforts to improve teaching and wider barriers to learning such as attendance and behaviour.</i> <i>EEF guide to Pupil Premium (Summer 2019 update) states data is useful when it supports decision-making. Collecting data about the attainment and progress of PP students helps schools to identify trends and target support.</i></p>	<p>Attend PiXL meetings/ conferences. Disseminate new strategies with focus on PP students. Track with data drop analysis Higher proportion of lesson observations seen as good or better. Regular monitoring of whole school use of SAM Learning (individual, tutor and year group) fortnightly with rewards and shared in assembly.</p>	<p>MS</p>	
<p>Improve careers advice, guidance and experiences for PP</p>	<p>HLTA to support implementation of CIAG. Focus on PP students</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils:</i></p>	<p>QA of CIAG strategy plan against targeted outcomes</p>	<p>AH</p>	



students throughout the academy against the Gatsby Benchmarks.	<p>All through strategy plan to support the curriculum that looks at academic/ awareness/ exposure/ experience.</p> <p>Use of START and Barclays' programmes during tutor time for Years 7-11.</p> <p>£30,000</p>	<p><i>articulating success and good practice</i></p> <p>(November 2015)</p>	<p>Provision Map PP students against what CIAG intervention/ support they have had.</p> <p>Monitoring of START and Barclay's programmes.</p> <p>Y11 to have 1-1 careers advice meetings</p> <p>No PP student to be NEET</p>		
GL Assessment system (use national based system for QA)	<p>Literacy and Numeracy assessment system for Y7, 8, 9 and PASS Testing.</p> <p>£12,000.– part of licensing</p>	<p>GL assessments is a nationally used assessment system. The academy can bench mark progress against national data</p>	<p>GL assessments start and end of the year, overseen by exams officer</p>	MS	
Improve attendance, behaviour and achievement amongst the significant number of students who face the greatest challengers. Multi agency approach	<p>Employment of Safeguarding Team</p> <p>£50,000</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice</i></p> <p>(November 2015)</p>	<p>Use of SOL tracker to monitor attendance of vulnerable students (fortnightly). Ongoing monitoring of CP/CIN cases with focus on PP students. Multi-Agency reviews 4 weekly for CP and 4-6 weekly for CIN cases.</p>	MP	
Continue to support students by offering a free healthy breakfast in order to improve the well-being of our students as well as	<p>Breakfast provided for students.</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice</i></p> <p>(November 2015)</p>	<p>Late reports weekly and identifying repeat offenders – this to decrease</p>	LM	



improve punctuality at start of the day					
To ensure inclusivity in all extra-curricular activities including trips 'Engage' programme (Kingsholm Rugby). To ensure that where hardship exists the academy does its best to support families on a needs-basis e.g. cookery ingredients, peripatetic music lessons, school uniform...	Hardship fund £20,000		Number of trips PP students have accessed. Extra-curricular participation	PH	
Provide a social skills intervention to help students interact positively and play during free time. Homework Club (before/after school and as safe space at lunch)	Lunch Club Sanctuary		Incidents recorded at lunch time through the sanctuary.	SA	
PP students to be part of Student Parliament	Ensure PP students are represented	<i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i>	Participation and actions from meetings with student parliament	LM	



Improve behaviour of PP focus group	Rugby intervention linked with Gloucester Rugby. Develop leadership and mentoring. <i>Project Rugby (free)</i> <i>Engage (£400 for 6 week programme including transport, talks form players and coaches and all educational materials)</i>		Student behaviour points count before and after the course	JE	
<b>Total budgeted cost</b>					<b>£400,300</b>
<b>Total PPG Allocated</b>					
<b>Total PPG Grant 2019/20</b>					<b>£362,614</b>
<b>PP Catch up Fund Literacy and Numeracy</b>					<b>£24,500</b>

The Pupil Premium Catch Up fund for Year 7 Literacy and Numeracy for 2019/ 2020 is approximately £24,500. This used for Accelerated Reader, additional teaching support and HLTA support in Maths and English.

