



Gloucester Academy Pupil Premium Strategy Review 2018/19

1. Summary information					
Academic Year	2018/19	Total PP budget	£366 520	Date of most recent PP Review	New plan
Total number of pupils	732	Number of pupils eligible for PP	335 (46%)	Date for next internal review of this strategy	Sept. 19

2. Current attainment Y11	2016/17		2017/18	
	Pupils eligible for PP	Pupils not eligible for PP (national average)	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving 5 in English & Maths		49.4%	9.2%	n/a
Progress 8 English Element		0.1	-1.40	n/a
Progress 8 Maths Element		0.1	-0.71	n/a
Progress 8 score average	-1.26	0.1	-1.18	n/a

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	High FTE and C3/ C4 consequences, specifically repeat offenders
B.	Employability skills, advice and guidance (low aspirations)
C.	Understanding the academic needs of students to ensure all levels of ability improve in their progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria			
A.	Reduced FTE	FTE PP repeat offenders reduces by 35% in year 2018/19 and overall PP numbers reduce by 30%			
B.	Curriculum incorporates greater link with employability and careers	90% PP Y10 have work experience; 100% PP Y13 have work placements in 2018/19 All year groups have links, curriculum time for all PP students either through lesson, tutor, external visits or drop down days in 2018/19			
C.	Teaching and Learning responds to needs of individuals	70% of teaching is good linked to academic outcomes for PP students in 2018/19 Systems in place to support QA of teaching and learning.			
D.	Improved Attendance	Attendance to improve to national average for PP			
5. Planned expenditure					
Academic year		2018/19			
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	Evaluation of effectiveness (to be evaluated over 2018-19)

<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 to support weekly in class</p> <p>£64,111</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i></p>	<p>English: HLTA delivers a weekly catch up session & extracts underachieving pupils for small group interventions.</p> <p>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>English: Inconclusive impact due to low staffing in English. Will continue 2019/20, English fully staffed for next year.</p> <p>Maths: HoD has tracked intervention provided by HLTAs both in and outside the classroom (Maths Database). HPA Yr 11 Maths external support (The Crypt). Inconclusive impact. Discontinued for next year.</p> <p>Initial Progress 8 impact estimates for English were similar to last year, Maths was slightly disappointing: English: From -1.4 (2018) to -1.51 (2019) Maths: From -0.8 (2018) to -1.1 (2019)</p> <p>Interventions for Maths after Christmas were more difficult to organise due to staff absences and HoD stretched providing cover.</p> <p>Numeracy Ninjas at KS3 – PP is key target group for Maths so they have been going through this programme first. 5-week intervention 2x a week to work on basics. Progress shared well with students in the form of a 'belt in the Home zone'. Student Voice around this intervention has been positive and the students are engaging with it and felt it helped them. Will continue 2019/2020.</p>
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					Yr 7 Maths support with Jane Newnes. Low impact. Discontinued for 2019/2020.
<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>Track attendance to after school revision/ intervention of targeted PP students QA of revision sessions/ days/ holiday revision Use of QLA and Smith Proformas to bespoke interventions</p>	<p>LM – attend MSd - QA</p>	<p>Attendance to sessions needs to be improved. Regular attendance 30%. 70% attended at least one session. Attendance to afterschool revision was low. Impact: disappointing due to misunderstanding over difference between intervention and revision between departments. <i>(See Progress 8 in box above)</i>. Now addressed and targeted intervention will continue next year in a refreshed format and relaunch of SAM Learning and GCSE POD in line with embedding the use of Retrieval Practice in 2019/2020. Some departments affected by low staffing levels in delivering this.</p> <p>QLA sheets – moderate impact. For 2019/2020, these need to be used better in tandem with intervention sessions and</p>

					<p>follow up lessons. Smith proformas worked well in Maths - deployed as part of the 4/5 drive in tutor time - but low staffing in English meant this was not possible here.</p> <p>Student mentors had a low impact due to structural issues and capacity of SLT. Next year, structure reorganised and opened up to more members of staff.</p>
<p>Support transition from Primary school. Improve reading age/ levels of literacy</p>	<p>Y7 Rich Task curriculum limits number of teaching staff for students. Literacy focus to the curriculum</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i></p>	<p>Lesson observations Reading age progression over the year QA of SoW Learning walks Student feedback</p>	<p>SR</p>	<p>Inconclusive impact. Rich Task co-ordinator on Maternity Leave. Other staff absence in this area meant programme did not run as expected. Rich Task programme discontinued for 2019/2020 due to low impact on literacy levels and holding students back in other areas of their education.</p>
<p>Accelerated Reader in Y7 and Y8 to improve reading ages to chronological age £1,600</p>	<p>Regular use of the Learning Resource Centre and AR to improve reading in Y7 and Y8. Use of English lessons to do this</p>	<p>Accelerated Reader is used nationally within schools to support progress in reading age</p>	<p>GL assessments start and end of the year, formal testing</p>	<p>MSd</p>	<p>AR delivered in Library Lessons. Progress has been better this year than previous but still not significant enough. Students have enjoyed the programme as they find the books are appropriate to their level so enjoy them more and progress up to the next level.</p>

					<p>Some exceptional individual performances with 3 students gaining over 2 million words and another student over 7 million.</p> <p>With changes to literacy lead, there has been fragmented ownership of this. The Library keeps track of all pupil progress and AR progress report held by literacy lead in English. For 2019/2020, this programme will continue and with a new HoD in English and a fully staffed department. There will be more consistency. Half the lesson will be AR and half will be literacy to keep up momentum. A group reading session in afternoon tutor time scheduled (20 minutes; all year groups) to further drive up reading ages.</p>
Students have access to practical catering lessons	Pay for ingredients for PP students. To come out of the £20,000 Hardship fund (£5030.00)		Observations of students taking part in practical catering lessons	MSd	<p>All students had ingredients provided. Students were able to take part in practical lessons that would not otherwise do so. Increases engagement and motivation. C3s issued in Catering are significantly lower than previously.</p> <p>For 2019/2020, a voluntary to be requested to help support/sustain this level of support.</p>
Total budgeted cost					
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	Evaluation of Effectiveness



		rationale for this choice?			
Support/ nurture of PP students associated with SEMH/ young carers to improve attendance, reduce FTE/ C3/ C4 and improve academic outcomes	<p>Two HLTA's to run the Alternative Day Unit</p> <p>Identify key students with a focus on PP.</p> <p>Implement targeted strategies against individual needs.</p> <p>Small group withdrawal and in class support</p> <p>Cost of Di/ Pet £68,000</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i></p>	<p>QA of interventions</p> <p>Line management from SENCO</p> <p>Targeted student tracked against attendance and behaviour data. Academic data also tracked over data drops</p> <p>Student feedback</p> <p>Parental engagement</p> <p>Use and impact of external resources.</p>	AP/ SA	<p>ADU Literacy Intervention (Lexia, 1:1 SpaG) and Mentoring & Behaviour Management (Yr 7-10). Impact: mixed success. Factors that have diluted progress are attendance, truancy in school, unwillingness to engage. Successes include reduced isolations and C3.</p> <p>ADU Prince's Trust Achieve Programme (Year 9). Impact: Most students following this course have passed the end of programme assessment. Only, three students not entered due to factors such as absence for an unauthorised holiday. Programme to continue 2019/2020.</p> <p>ADU Well Being Programme (Year 10) - Successfully completed at the end of June.</p> <p>Gardening Project – students are developing a school garden and working towards a Wildlife Trust endorsed qualification (AQA). Developing students' confidence, self-esteem, and ability to work in a team. It is having an impact on their attendance and behaviour. Students have successfully passed the units entered so far. This will continue in 2019/2020.</p>

					<p>Closer tracking against attendance and behaviour data as refreshed leadership for 2019/2020 following under staffing in line management for this area in 2018/2019.</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</p>	<p>Additional capacity to support</p>	<p>To help students increase their attendance (85-94%). Preventative work earlier is expected to reduce the number of PAs over time. Of the entire cohort, 72% of those 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>AV</p>	<p>Mixed success. Pupil Premium attendance is still significantly below non-Pupil Premium. Stronger tracking and early identification of students is now happening with changes in staffing mid- year. Persistent absentees have reduced by 7% in 2018/2019. This early, identification, refresh of SOL tracker and more co-ordinated strategies will continue 2019/2020.</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>There have been some problems with this system and use of it stopped in January 2019. Now updated and refinements made. Training took place for HoY/Attendance team in June 2019 ready for implementation from September 2019. LM is confident in its utility so a full evaluation of its impact to be carried out next year (2019/2020).</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. £20,808</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i></p>	<p>Monitoring of attendance, behaviour and outcomes of targeted PP students.</p>	<p>MP</p>	<p>Co-ordinated by DSL and DDSL, work closely with HoY, school counsellor and external agencies to provide the most suitable levels of support. Timetabled Early Help meetings, Young Carers Support Group... and alternate provision to support some students has been organised to help them progress and attend more regularly. Various examples of this, held confidentially by DSL. School based counsellor will continue 2019/2020.</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></p>	<p>Reports and actions/ outcomes from Educational Psychologist</p>	<p>SENCO</p>	<p>Monitored and tracked by SENCO. Reports attached to G4S with guidance to key areas staff need to focus on to support students. Staff notified when this happens.</p>
<p>Support for new arrivals who have EAL and are PP</p>	<p>Employment of EAL team £66,000.</p>		<p>Attendance and behaviour over first term they are in the academy</p>	<p>SC</p>	<p>Assessed by EAL team on arrival. Level of support required assessed (in class, extraction from some classes) and strategies shared via G4S on how to support different levels of language proficiency. Progress 8 impact for PP EAL students: From -0.6 (2018) to -0.88 (2019). EAL PP students (-0.88) performed slightly better than Non EAL PP students (-1.98) 2019.</p>

Total budgeted cost

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	Evaluation of effectiveness
<p>Have one member of staff responsible for management of PP</p> <p>£30 000</p>	<p>Employ Pupil Premium Manager</p>	<p>Clarity of line management for PP manager. One person instead of numerous staff overseeing actions and impact</p>	<p>Line management meetings. Implementation/ strategic plan of action to be written. Provision Mapping of PP students</p>	<p>PP manager</p>	<p>Strategic Plan written and in place Jan.2019 by AV & JM. External PP Review took place Sept. 2018. Recommendations began implementation in 2019. Further developments for 2019/2020. Outcomes 2018/19: Progress 8 Gap between PP and Non PP students -0.4. This is still lower than National for both groups. 2019/2020 a more holistic approach developed to link and more strongly implement teaching and learning, intervention, attendance and behaviour strategies. PP Manager employed Term 2. Provision Mapping set up on G4S and Excel to track PP students, interventions received and their impact. Awareness of PP students raised this year and tracking has highlighted both strong and weaker areas of our provision to develop in 2019/2020. More clarity for role of PP Manager and development of that role for 2019/2020</p>

					<p>now initial provision mapping has been set up. Student mentoring to take place for identified students via HELP group (Horsforth) and HoY.</p> <p>2019/2020 PP money to be ring fenced and a budget allocated directly. (Budget holder to be confirmed). Currently all requests for money for intervention, music tuition and trips... is ad hoc as goes through AV for approval of spend.</p>
<p>Address needs around anxiety, social, emotional needs £10 000</p>	<p>Weekly mentoring by external mentor</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i></p>	<p>Weekly meetings with 15-20 students overseen/ identified by SENCO in liaison with HoY</p>	<p>SENCO</p>	<p>Inconclusive impact on wider outcomes. Tracking and monitoring being refreshed for 2019/2020.</p>
<p>Mentoring through MMA to reduce issues of behaviour (Sam Schilder) £10 000</p>	<p>Weekly classes with MMA mentor and TA</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i></p>	<p>Improved attendance and reduced behaviour incidents of targeted students</p>	<p>AV</p>	<p>Discontinued for 2019/2020.</p>
<p>New initiatives to improve outcomes of PP students</p>	<p>Pixl Training and Membership</p>	<p><i>DofE/ Nfer:</i></p>	<p>Attend PiXL meetings/ conferences. Disseminate</p>	<p>EP – PiXL</p>	<p>PiXL meetings attended. Various strategies implemented, Horsforth, PLC</p>



	£3,200	<p>What are the most effective ways to support disadvantaged pupils' achievement? (November 2015)</p>	<p>new strategies with focus on PP students. Track with data drop analysis Higher proportion of lesson observations seen as good or better</p>	MS - obs	<p>and DTT. These will be refined 2019/2020. Not fully evidenced in Nov. 2018 observations as had not been put into place then and in February 2019, they were snapshots. However, Horsforth charts and War Boards on display in the Heartspace, Head's Office and tutor groups (updated after each data drop). Underpinned by departmental data analysis to highlight key students who are insecure and actions required. Followed up with HoDs in progress meetings. Assemblies to launch this with students and strategies give on how to improve. Charts were useful to identify issues school was not fully aware of and to implement strategies to support students falling into the different categories. Class Teacher Level Analysis used to set targets and actions for each Year 11 class. To be developed further 2019/2020 to whole school level. MS will Quality Assure them 2019/2020 as he is still initiating things with them. Looking at rewards to incentivise each group for 2019/2020, as reward cards used this year had mixed success. This is a developing initiative this year and the HELP group are going to be our key group to focus on 2019/2020 with yr. 10 from the beginning.</p>
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					<p>PLCs introduced and all subjects has them in place by end of year. Students tested and feedback given on areas needed to improve. Used in conjunction with QLA reports. Integrated into lessons and personalised homework.</p> <p>2019/2020, looking to build PLCs into SAM Learning so completed for homework with accompanying revision work. Use also to set homework for those absent.</p> <p>Strategies introduced 2018/2019 as part of this have had varied success: Walking, Talking Mocks – worked but need development. Pre-exam sessions – mostly good but departments need development. Mocks – very useful and working on procedures to make them even better. G4S useful tool for tracking and identifying. QLA useful and we are developing procedures to make even stronger. Pizza revision worked well but going to introduce one a term from Sept. 2019.</p> <p>Refreshments before exams worked well as a valuing mechanism/incentive.</p>
<p>Improve careers advice, guidance and experiences for PP students throughout the academy</p>	<p>HLTA – part of their role is to support implementation of CIAG Focus on PP students</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i></p>	<p>QA of CIAG strategy plan against targeted outcomes Provision Map PP students against what CIAG intervention/ support they have had</p>	<p>BC/AH</p>	<p>Good progress made towards achieving the Gatsby Benchmarks this year. PP students have accessed a range of careers intervention across the year groups from 1:1 careers advice meetings, working with mentors from gFirst LEP and the University of Gloucestershire (Year 10 & 11), work</p>

	<p>Training course for HLTA on careers advisor All through strategy plan to support the curriculum that looks at academic/ awareness/ exposure/ experience</p> <p>Cost of AH £30,000</p>		<p>Y11/ Y13 to have 1-1 careers advice meetings No PP student to be NEET</p>	<p>experience (Year 10), Taster Day at Gloucester College (Year 10) GROWS workshops, talks and the Brilliant Scholars Programme (Year 9 and 10). Brilliant Scholars discontinued for 2019/2020. Subject area limited and choices cannot be guaranteed which affected engagement of some students with the programme University of Gloucestershire mentoring also discontinued for 2019/2020.</p> <p>Careers taught in drop down days for KS4 and Year 11 has tutor talks from colleges and sixth forms in the area. Developments for 2019/2020 for all Years and tutors will be running START and Barclay's programmes to deliver careers to build up a portfolio for students during their time in school.</p> <p>AH completed Level 6 OCR CEIAG course and for 2019/2020 is joining CELP (Careers and Employability Programme) run by Teach First.</p> <p>Careers intervention/support tracked on the Pupil Premium Provision Map. AH will work on developing specific careers Provision Map for 2019/2020. Strategy needed for 2019/20 to track post 16 destination of students after exam</p>
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					results. 82% of PP students remained in education or employment.
GL Assessment system (use national based system for QA) £12,000.	Literacy and Numeracy assessment system for Y7, 8, 9	GL assessments is a nationally used assessment system. The academy can bench mark progress against national data	GL assessments start and end of the year, overseen by exams officer	MS	<p>Formal testing with GL needs improving. Originally, used only to get reading ages, which is a limited use of the software.</p> <p>Mid-year 2018/19 FB and MS received training on GL assessments and focused on how we can use it to its full. A programme of assessment in place for the end of this academic year. Formal GL assessments scheduled 2019/2020 to enable testing twice in Ma/Eng/Sci/Reading/Writing. This will then generate intervention strategies that can shared with teachers. PP lead will also be able to extract key strategies to support PP students identified.</p> <p>2019/220 - introducing GL PASS assessments at the beginning of next year which will tell us more about the emotional state/attitudes for students... supporting with attendance and behaviour and can be used to target PP.</p> <p>GL assessments are untapped resources that we have only really started to look at properly in the second half of the year but will develop in 2019/2020.</p>

<p>Improve attendance, behaviour and achievement amongst the significant number of students who face the greatest challengers. Multi agency approach</p>	<p>Employment of Safeguarding Team</p> <p>£50,000 is cost for this year</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i></p>	<p>Weekly reports on attendance/behaviour of vulnerable students</p> <p>Weekly monitoring of CiN/ CP cases (focus on PP students)</p> <p>Weekly reports on students with ABC who are PP</p>	<p>MP</p>	<p>Available via SOL Tracker for 2019/2020</p> <p>Temporarily discontinued 2018/19 due to issues.</p> <p>DSL gives confidential updates of Code Red students and meets regularly with multi-agency groups to review.</p>
<p>Continue to support students by offering a free healthy breakfast in order to improve the well-being of our students as well as improve punctuality at start of the day</p>	<p>Breakfast provided for students.</p>	<p><i>DofE: Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)</i></p>	<p>Late reports weekly and identifying repeat offenders – this to decrease</p>	<p>LM</p>	<p>Lates have decreased by 0.53% since the previous academic year. Continue 2019/2020.</p>
<p>To ensure inclusivity in all extra-curricular activities including trips.</p> <p>To ensure that where hardship exists the academy does its best to support families on a needs-basis.</p>	<p>Hardship fund – provide funds for students to take part in trips...</p> <p>£20,000</p>		<p>Number of trips PP students have accessed</p> <p>Extra-curricular participation</p> <p>Ingredients for Food lessons</p>	<p>AV</p>	<p>PP students have accessed a wide range of extra-curricular activities this year and taken part in extra-curricular activities. This has been almost equal to Non PP students at most events. (PP Provision Map tracker).</p>



Provide a social skills intervention to help students interact positively and play during free time.	Lunch Club Sanctuary		Incidents recorded at lunch time through the sanctuary	AP	
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	One third of the Student Parliament PP students and half of Tutor Group representatives are PP. Parliament have been successful in developing student voice and contributing to school policies and procedures.
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 C3, C4 count before and after the course	JEllis	Two different programmes:1. Project Rugby – Yr 7 identified by HoY and tutors with some social and emotional needs. Core values of TREDs encouraged communication, teamwork and problem solving and how these things can apply in life not just rugby. A member of their Community team came to GA to work with the students 2. Engage. Yr 8 & 9 students taken to Kingsholm and encouraged to work in groups to learn respect and discipline and to reflect on their choices and the impact of those. Year 7 students who participated in Project Rugby will take part in Engage in Year 8 2019/2020. Project Rugby will continue with the new Year 7 to help them integrate into school life.



	To come out of the £20,000 Hardship fund				Project Rugby impact: greater involvement in the interventions initially and then lessons. Students displayed better levels of communication and respect; some began to show leadership skills. Also improved confidence for many that took part (although not quantifiable). Engage impact: had some impact with Year 8 as numbers of C3 & C4 did reduce, although C3/4 for lateness/uniform did not change. It had little impact on Year 9, content of lessons aimed too low for their age group.
Total budgeted cost					336,219
Total PPG Allocated					
Total PPG Grant 2018/19					336,520

Evaluating the effectiveness of just one of the strategies employed at Gloucester Academy in 2018/19 is difficult to do in isolation. However, the key purpose of Pupil Premium funding is to improve outcomes for students entitled to it. The GCSE outcomes and progress of these students is not improving significantly, therefore we need to examine how we are spending this funding in subsequent years.

