

## Pupil Premium Impact Assessment

Our key objective in using the Pupil Premium Grant is to narrow the gap in attainment and progress between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. Many of our disadvantaged children start the Academy with lower than average attainment on entry compared to non-disadvantaged pupils. Our aim is to ensure that they make accelerated progress to reach age related expectations as they move through the Academy.

The spending and the impact of strategies are evaluated termly. A range of strategies have been put in place to improve the behaviour, engagement, progress and attendance of disadvantaged students but success has been limited with the year 11 cohort as many of these processes were only put in place April 2018. The impact can be seen in the review of expenditure for 2017/18 and the progress/attainment for the same period.

|                                    | Year 7        |                   | Year 8        |                   | Year 9        |                   | Year 10       |                   | Year 11       |                   |
|------------------------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|
|                                    | PPG (KS2 APS) | Non PPG (KS2 ASP) | PPG (KS2 APS) | Non PPG (KS2 ASP) | PPG (KS2 APS) | Non PPG (KS2 ASP) | PPG (KS2 APS) | Non PPG (KS2 ASP) | PPG (KS2 APS) | Non PPG (KS2 ASP) |
| <b>All Pupils</b>                  | 100.8         | 103.2             | 98.6          | 102.7             | 97.1          | 99.8              | 26.2          | 27.1              | 26.7          | 27.8              |
| <b>Boys</b>                        | 99.9          | 103.6             | 98.7          | 102.1             | 96.5          | 100.1             | 25.1          | 26.4              | 27.2          | 27.8              |
| <b>Girls</b>                       | 101.6         | 102.6             | 98.4          | 103.6             | 97.5          | 99.5              | 27.1          | 27.9              | 26.6          | 27.8              |
| <b>Low Attainers</b>               | 95.8          | 97.1              | 92.9          | 96.9              | 93.3          | 94.3              | 23.6          | 24.0              | 24.0          | 24.0              |
| <b>Middle Attainers</b>            | 104.8         | 105.8             | 104.6         | 104.9             | 102.8         | 103.1             | 28.4          | 28.8              | 29.4          | 28.8              |
| <b>High Attainers</b>              | 109.9         | 110.6             | 108.2         | 111.2             | 109.4         | 108.6             | 31.9          | 31.9              | 31.3          | 32.6              |
| <b>SEN Support</b>                 | 92.4          | 97.3              | 91.2          | 93.2              | 92.4          | 93.7              | 22.0          | 21.8              | 22.5          | 24.8              |
| <b>SEN EHC Plan</b>                | N/A           | N/A               | N/A           | N/A               | N/A           | 85.0              | 25.0          | N/A               | N/A           | N/A               |
| <b>No SEN</b>                      | 101.9         | 103.7             | 100.7         | 103.5             | 98.2          | 100.7             | 27.1          | 27.7              | 27.9          | 28.1              |
| <b>English First Language</b>      | 100.4         | 103.9             | 99.1          | 103.0             | 97.7          | 100.3             | 26.5          | 27.1              | 26.7          | 28.3              |
| <b>English Additional Language</b> | 103.6         | 99.9              | 91.6          | 101.6             | 89.3          | 97.4              | 22.3          | 26.8              | 28.7          | 25.2              |

## Outline of PPG Spending by item for the academic year 2017/18

### Review of spending will result in 3 outcomes for each initiative.

|   |   |   |
|---|---|---|
| Activity will continue without modification | Activity will continue in a modified form | Activity will stop and spending used on a better VfM option |
|---|---|---|

| Item / Project     | Objective  | Impact and commentary  | Status  | Projected cost | Sutton Trust   |
|--------------------|--|--|---|----------------|--|
| Curriculum Trips   | Enhance life chances and learning experience for PPG students  | All students able to access curriculum trips, regardless of circumstances. All students regardless of background, able to gain experience of higher education/employment opportunities therefore raising aspirations.  | Continuing:<br>Increase support available and initiate contact with PPG parents                               | £5000          | Outdoor adventure and learning +2  |
| AIP support (WCAT) | WCAT subject AIPs in science, maths, humanities and French work with targeted pupil premium students. This included science ISAs, French speaking and writing and history and geography controlled assessment. | All science ISAs at or above target grade.<br>EBacc Field work completed at or above target grade<br>OPEN subjects' controlled assessments at or above target grade<br>Support from WCAT was withdrawn November 2017 due to its closure  | Continuing:<br>Directors will be allocated form Delta Core team.  | £43000         | Individualised instruction: +3<br>One to one tuition research: +5<br>Extending school time research: +2  |
| WCAT core support  | WCAT behaviour, attendance and safeguarding team. Worked with targeted staff and PPG students to improve attendance and reduce FTEs.   | Pupil premium students the number of das is in line with 2017 but this happens with a smaller number of pupils. We currently have 13 recidivists against a total of 28 last year.<br><br>WCAT For support withdrawn in November 2018<br>Delta support from spring 2018 after brokerage of academy has raised expectations of pupils, parent and staff. | <b>Continuing but modified:</b><br>Behaviour and attendance support will be delivered by Delta Inclusion team | £17000         | Behaviour interventions +3   |
| Music lessons      | All PPG that take music have opportunity to improve basic skills. Enhance life chances and experience for PP students  | PPG music results showed +0.27 for all students and disadvantaged pupils completed level ½ qualification with gap closing to -0.4. Improving on their performance in other curriculum areas  | Continuing:<br>Supports aspiration, cultural provision, improved progress and attainment                      | £1350          | Arts participation research: +2<br>One to one tuition research: +5<br>Extending school time research: +2 |

| Item / Project   | Objective   | Impact and commentary   | Status  | Projected cost | Sutton Trust   |
|--|---|---|---|----------------|--|
| Literacy TLR (cont. from 2014/15/16/17)                          | Literacy initiatives were taken up in a piecemeal way and were not driven to the point of need. This coordination role's focus is to engage PP students in literacy and reading and track their progress.                             | Low ability PPG students improved their reading age by an average figure of +10 months due to redeployment and subsequent closure of WCAT this dedicated role was not available throughout the year. This has been re-established since being re-brokered to Delta.   | <b>Continuing but modified:</b><br>After examination of literacy support the TLR will be modified.            | £7124          | Reading comprehension strategies research: +6  |
| Use of Associate teachers to support PPG progress and attainment | Attainment gaps to narrow. Progress 8 and attainment 8 gap  | All subject areas were able to offer flexible afterschool intervention.<br>Pupil numbers for open basket approx 40%, with 45% attending EBacc interventions. Science had a regular return of 30% attend and Math/English had 35-40 when averaged across the year?<br>Students in Btec assessments for Health and social Care, Child Care and GCSE ICT all performed | <b>Funding will not continue</b>  | £74640         | Small group tuition research: +4<br>One to one tuition research: +5<br>Extending school time research +2 |
| TLR for PP/LAC coordinator                                       | Increasing capacity to track PPG students. Ensuring quality intervention and support is made available to all PPG students.<br><br>Post holder will coach and support teacher to enhance outcomes and experience for the PPG students | The effectiveness of this post was limited by the lack of support/constituency and the support and structure around it will be modified   | <b>Continuing but modified:</b><br>After exam analysis policies and procedures will be reviewed.              | £7816          | n/a  |
| Accelerated reader   | There are a notable number of students significantly below chronological reading age. Of these the percentage of PP is relatively high and will need addressing.  | The resignation of the literacy coordinator and the recruitment embargo by the now defunct WCAT limited the use of this and access to pupils<br>Pupils supported in this manner closed the gap in their reading ages by an average of +10 months.<br><br>This could be accelerated further with modifications to process  | <b>Continuing but modified:</b><br>This will be nested within a wider literacy package under new literacy TLR |                | Reading comprehension strategies research +6   |
| GCSE Practical cooking/food needs                                | Support PP regarding engagement within practical lessons to support progress and narrowing the gap for GCSE pupils  | All pupils achieved at or above predicted grades in coursework element  | Continuing but modified:<br>Other subject area will be added to this initiative e.g. Art, Design Technology   | £825           | Arts participation research +2   |

| Item / Project                        | Objective   | Impact and commentary   | Status  | Projected cost | Sutton Trust                      |
|---------------------------------------|---|---|---|----------------|-----------------------------------|
| Uniform for Year 7                    | Improve pupils integration into the academy and ensure they comply to academy expectations  | Pupils have a settled start to year 7 and number of consequences given for uniform infringements is reduced compared with 2017  | Continue unmodified   | £3600          | n/a                               |
| Uniform stock for triage              | Students are given uniform and/or equipment to ensure no time is wasted addressing these issues   | Number of C3, C4 and C5 that result from lack of, or incorrect uniform is reduced when compared with 2017   | Continue unmodified   | £450           | n/a                               |
| Revision guides                       | Revision guides given to all disadvantaged pupils in the preparation for terminal examination   | A survey of the pupils showed this was an effective method to promote work at home. It will be rolled out earlier in the year, October and not March to increase the opportunity for home study | Continuing but modified: Present these earlier in the school year to maximise spending and impact                       | £656           | Homework research +5              |
| Hegarty Maths subscription            | PPG pupils access to Hegarty maths will deliver learning and provide bespoke targeted interventions on the school site and at home  | Numbers of hours completed on Hegarty show a clear rise in pupil attainment and progress.   | Continuing but modified: Hegarty is to be made available from the start of the school year in 2018/19                   | 0              | Digital technology research +4    |
| Transport post revision sessions      | Transport provided to selected PPG students that traditionally find returning home time consuming or deemed unsafe by parent  | Numbers of pupils stopping at post school sessions increased and post Easter 60%+ of the cohort extended their learning day   | Continuing but modified: Transport will be available every evening from September 2018                                  | £2000          | Extending school time research +2 |
| Staff costs for out of hours revision | Increased progress and attainment across KS4 through holiday revision workshops aimed at targeted cohort eligible for pupil premium   | A wide range of revision sessions were held during Easter and Spring Bank holidays. In maths and English 67% and 71% (respectively) attended these sessions.                                    | Continuing but modified: These will now be planned centrally and programmed 3 months in advance to maximise attendance. | £4000          | Summer schools research +2        |
| Commissioned placements/PRU support   | Application for commissioned places for pupils allowing access to local authority alternative provision. This is to ensure students are engaged in learning in a provision that meets their needs, and to ensure academic outcomes and post 16 pathways. Students have identified key | This prevented the permanent exclusion of 6 PPG students and leaver surveys show that 100% applied successfully to the colleges they were attending   | Continuing but modified: Further work will be completed on managed moves. A wider range of partners will be sought.     | £36000         | Social and emotional learning +4  |

| Item / Project  | Objective                                    | Impact and commentary | Status | Projected cost | Sutton Trust |
|---|--|-----------------------|--------|----------------|--------------|
|   | workers who monitor engagement and progress, |                       |        |                |              |
| <p>Monitoring Pupil Premium Funding Thorough analysis of student data and knowing our students helps us to identify where support or intervention is required. A range of evidence and data is collated and used:</p> <ul style="list-style-type: none"> <li>• Attendance data – daily, weekly, half termly and annually – is analysed by the Academy Attendance Officer.</li> <li>• Assessment data is collected formally at least 3 times per year and collated through 4 Matrix. This is then available for all staff to use to plan lessons and further interim assessments.</li> <li>• A pupil premium research on 4 Matrix group has been created so the staff can monitor progress against non-pupil premium students.</li> <li>• A new system is now in place for KS3 assessment but this too will feed into 4 Matrix.</li> <li>• Lesson Observations and Learning Walks are recorded on HTG and discussions take place regarding the progress of students, including pupil premium. • A seating planner is used in all classrooms which indicate to teachers who the pupil premium students are and where they are seated to ensure maximum progress.</li> <li>• Inclusion data is used by Pastoral staff to monitor behaviour, including monitoring pupil premium students so that appropriate interventions can be planned.</li> <li>• Exclusion data is analysed to enable the Pastoral Team to monitor patterns and provide appropriate interventions to try to prevent these.</li> <li>• Students are regularly tested throughout the year to monitor students’ progress in reading. Small group work or individual intervention is then provided to ‘boost’ student progress.</li> <li>• The Pass Survey has been conducted with years 7 – 10 to provide a picture of the perceptions of students about themselves and the academy.</li> </ul> |  |                       |        |                |              |

| Summary information    |               |                                  |         |   |                |
|------------------------|---------------|----------------------------------|---------|---|----------------|
| School                 | Goole Academy |                                  |         |   |                |
| Academic Year          | 2017/18       | Total PP budget                  | £289500 | Date for next internal review of this strategy: | September 2018 |
| Total number of pupils | 869           | Number of pupils eligible for PP | 300     |   |                |

| Key Indicators (most recent Year 11)                          | Data Source: ASP                              | Unvalidated  | Validated |
|---|---|--|-----------|
|   | <i>Pupils eligible for PP (Goole Academy)</i> | <i>Pupils not eligible for PP (national average)</i> |           |
| Key Stage 2 Fine Point Level (Cohort size)                    | <b>4.20 (44)</b>                              | -  |           |
| % Attaining 9-7 in English and Maths                          | <b>2%</b>                                     | -  |           |
| % Attaining 9-5 in English and Maths                          | <b>10.6%</b>                                  | <b>49.4%</b>   |           |
| % Attaining 9-4 in English and Maths                          | <b>23.3%</b>                                  | <b>71.2%</b>   |           |
| Progress 8 score average                                      | <b>-0.9</b>                                   | <b>+0.11</b>   |           |
| Progress 8 English  | <b>-1.3</b>                                   | <b>+0.11</b>   |           |
| Progress 8 Maths  | <b>-0.7</b>                                   | <b>+0.11</b>   |           |
| Progress 8 English Baccalaureate Slots                        | <b>-0.7</b>                                   | <b>+0.13</b>   |           |
| Progress 8 Open Slots   | <b>-0.9</b>                                   | <b>+0.09</b>   |           |
| Progress 8 score average for Higher Ability Pupils            | <b>-1.21</b>                                  | <b>+0.09</b>   |           |
| Attainment 8 score average                                    | <b>28.2</b>                                   | <b>49.8</b>  |           |
| % Entering the English Baccalaureate                          | <b>0.5%</b>                                   | <b>43%</b>   |           |
| % Attaining 9-5 in the English Baccalaureate                  | <b>0%</b>                                     | <b>25.6%</b>   |           |
| average number of days of exclusion per disadvantaged student | <b>3.5 days (1046 total days)</b>             |  |           |
| attendance for disadvantaged students                         | <b>88.4%</b>                                  |  |           |

| Priorities for 2018/19 |  |   |
|------------------------|--|---|
|                        | Desired outcomes and how they will be measured   | Success criteria  |
| <b>A</b>               | <b>Outcomes for PPG students</b>   |   |
|                        | Disadvantaged pupils achieve positive progress 8 figure  | Disadvantaged pupils progress 8 score of +0.1 or better   |
|                        | The gap between the percentage of students eligible for PP and other pupils achieving at least a grade 4 in English and mathematics, and at least a grade 5 in English and mathematics (the basics) to narrow by the end of KS4. | To narrow the gap between the percentage of disadvantaged and other pupils achieving at least a Grade 4 in English and maths from -25.5% (21.3% compared with 46.8%) in 2017.<br><br>To narrow the gap between the percentage of disadvantaged and other pupils achieving at least a Grade 5 in English and maths from -20.6% (10.6% compared with 31.2%) in 2017 |
|                        | Improve the progress made by high ability students eligible for PP.  | Pupils that are identified as high ability given their KS2 prior attainment, make improved progress in all baskets, so that the progress 8 value improves at least half a grade per pupil (increase of 1.0) from -1.21 (in 2018).   |
|                        | Improve the progress made by male students eligible for PP in EBAC subjects  | Disadvantaged students make improved progress in EBAC subjects, so that the progress 8 value improves by one grade per pupil (increase of 0.8 from -0.71 (in 2018).   |
|                        | Improve the progress made by male students eligible for PP in open subjects  | Disadvantaged students make improved progress in EBAC subjects, so that the progress 8 value improves by one grade per pupil (increase of 0.8 from -0.86 (in 2018).   |
| <b>B</b>               | <b>Leadership and management of PPG students</b>   |   |
|                        | Improve financial management of PPG fund to ensure spending is closely monitored and transparent   | PPG funding is allocated in a transparent manner so all spending can be reviewed for VfM.   |
| <b>C</b>               | <b>Behaviour, attendance and welfare for PPG students</b>  |   |
|                        | Improve the percentage of school year attended for disadvantaged students  | An increased attendance of 4.5% for disadvantaged students from that of 2018 88.4%.   |
|                        | A reduction in the behaviours of disadvantaged students that lead to the removal from the classroom environment  | Reduce the average number of C4 detentions per disadvantaged student in this academic year.<br>Reduce the average number of C5 incidents per disadvantaged student in this academic year<br>Reduce the average number of days of exclusion per disadvantaged student in an academic year from 3.5 in 2018   |