

## Pupil Premium Plan 2018/19

“Disadvantaged” students defines a group of students who qualify for the Pupil Premium Grant. Ensuring the progress of these students is at the forefront of our planning and delivery of learning activities in the classroom and outside. The progress of all students, from their starting points, is monitored half termly via our Raising Attainment Group (RAG) but there will be particular emphasis in departments on the disadvantaged students, disadvantaged boys and particularly those who are more able.

### Overarching principles

Disadvantaged students need aspiration, achievement and attendance.

Disadvantaged students are not an homogenous group.

Being “disadvantaged” does not equate to low ability.

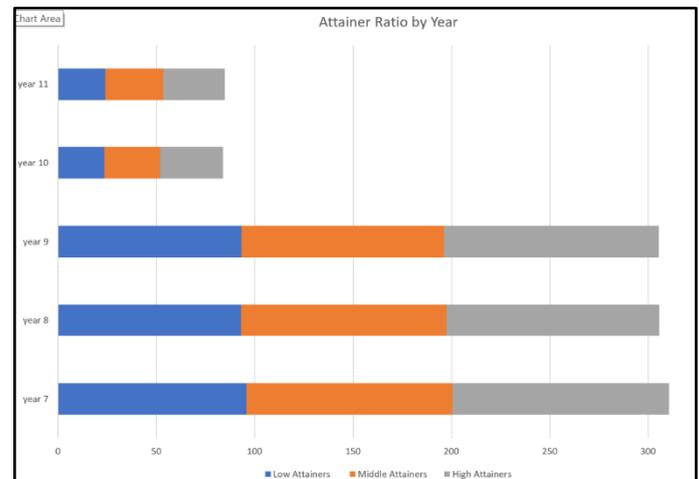
Some disadvantaged students may need more support than others eg: those currently in receipt of Free School Meals, Looked After Children and those children who were formerly LAC

Disadvantaged students need to be making better progress than non-disadvantaged students as, typically, starting points for disadvantaged students with similar potential are further behind disadvantaged students.

The profile and understanding of disadvantaged students must therefore be high for all staff

What works to raise the aspirations and achievement of disadvantaged students, will raise the aspiration and achievement of all.

	Year 7	Year 8	Year 9	Year 10	Year 11
	PPG (KS2 APS)				
All Pupils	100.8	98.6	97.1	26.2	26.7
Boys	99.9	98.7	96.5	25.1	27.2
Girls	101.6	98.4	97.5	27.1	26.6
Low Attainers	95.8	92.9	93.3	23.6	24.0
Middle Attainers	104.8	104.6	102.8	28.4	29.4
High Attainers	109.9	108.2	109.4	31.9	31.3
SEN Support	92.4	91.2	92.4	22.0	22.5
SEN EHC Plan	N/A	N/A	N/A	25.0	N/A
No SEN	101.9	100.7	98.2	27.1	27.9
English First Language	100.4	99.1	97.7	26.5	26.7
English Additional Language	103.6	91.6	89.3	22.3	28.7



## Summary Information

Summary information					
School	Goole Academy				
Academic Year	2018/19	Total PP budget	£287500	Date for next internal review of this strategy	September 2019
Total number of pupils	869	Number of pupils eligible for PP	303		

Key Indicators (most recent Year 11)	Data Source: ASP	Unvalidated
	<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>	<b>0.1</b>
attendance for disadvantaged students	<b>88.4%</b>	<b>92.3%</b>

## Barriers to Achievement

	Current Identified Barriers to future attainment	Indicators of barriers
CUR	Lack of cultural capital, wider experience and access to the curriculum	<ul style="list-style-type: none"> <li>• Lack of cultural capital means that some PPG students find aspects of the taught curriculum harder to access</li> <li>• Less affluence means that some students might be unable to afford uniform, equipment to enable them to feel part of the school; Pupil voice shows the impact of this on disadvantage students' self-esteem and resilience</li> <li>• Less affluence means that some students are not able to access extra-curricular and enrichment activities where a parental contribution is required</li> <li>• For some students, importance and value of school and education has not been well modelled and is not encouraged</li> <li>• For some vulnerable PPG students, life outside of school adds extra pressures that mean coming to school is difficult and impacts on pupil attendance</li> </ul>
ATT	Attending School	<ul style="list-style-type: none"> <li>• Some lack of support for PPG students to get to school leading to persistent absence. This is significant (12% gap between disadvantaged/non-disadvantaged students across the school).</li> <li>• 4% worse overall attendance for disadvantage students</li> <li>• 5% more lates for disadvantaged students against non disadvantaged students.</li> </ul>
ASP	Aspiration for self and the future	<ul style="list-style-type: none"> <li>• Low aspiration for some PPG students leading them to place a low value on progress and/or settle for weak progress</li> <li>• Role models for some PPG students do not support aspirational life goals.</li> <li>• Lack of social and cultural capital for some DA students means that IAG about future career options and destinations is not so readily accessed</li> </ul>
ACH	Attitudes to learning by all stakeholders limiting future achievement	<ul style="list-style-type: none"> <li>• Staff knowledge of their students and their starting points to ensure quality first wave teaching supports disadvantaged pupils making positive Progress 8 over key stage 3 and 4.</li> <li>• Research suggests KS2 results for some students are lower for similar ability. Risk of gap between true potential (and assumed potential) continuing to grow and result in a risk of lower staff predictions and targets that under-estimate potential</li> <li>• Poor behaviour/attitude to learning by students masks true ability in some cases</li> <li>• PPG seen as one group/associated with LAP (when in fact we have PPG students across the attainment bands)</li> <li>• Low parental engagement from some parents</li> <li>• Specific needs identified in research of LAC and formerly LAC students.</li> <li>• Progress gap opening up between disadvantaged/non disadvantaged as students move into KS4</li> </ul>

## Priorities

Priorities for 2018/19 derived from 2017/18 Impact statement		
	Desired outcomes and how they will be measured	Success criteria
<b>1</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 compared to national disadvantaged gap	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 within the context of overall improvement.  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 PPG 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 PPG 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>2</b>	<b>Leadership and management of PPG students</b>	
	Improve financial management of PPG fund to ensure spending is closely monitored and transparent, introduce constant review to ensure these funds provide support for and measurable outcomes for PPG students.	PPG funding is allocated in a transparent manner, so all spending can be reviewed for VfM. Year end and interim reviews conducted against SMART targets where they are possible and appropriate within the PPG plan. Specific funds and targets will be set at start of academic year
<b>3</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%.

	<p>An improvement to attitudes to learning (and so behaviours displayed) within the classroom contributed to and experienced by PPG students in the classroom environment</p>	<p>Student voice for all students when asked “Is behaviour better at the academy?” rises from 78% to 95% (target for year 1)</p> <p>Student voice for PPG students when asked “Is behaviour better at the academy?” rises from 67% to 95% (target for year 1: 2018/19)</p> <p>Rewards programme in place with 2 outcomes:</p> <ul style="list-style-type: none"> <li>• 0 average achievement points gap between PPG/non-PPG</li> <li>• 30 achievement points weekly average per pupil</li> </ul>
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## Pupil Premium Plan

Pupil Premium Plan - 2018/19					
	Objective/activity	Desired outcomes and how they will be measured	Sutton Trust Rating	Barriers to achievement	Projected costs
A	<b>A: Outcomes for PPG students</b>				
	Teaching and Learning Group	To develop the standard of teaching and learning in classrooms so it is consistently good and support all staff are able to make positive progress with our Pupil Premium Students <ul style="list-style-type: none"> <li>Pupil Premium Students make positive progress against Progress 8 measure</li> </ul>	Collaborative learning +5 Feedback +8 Learning Style +2 Mastery Learning +5 Meta-cognition and self-regulation +7	CUR	41405 (Staff training costs for 8 sessions)
	Raising Attainment Group (RAG)	To ensure Pupil Premium students make the outstanding progress and achieve their target grades. This group will monitor and track the progress and attainment of Pupil Premium students and implement appropriate interventions. <ul style="list-style-type: none"> <li>Pupil Premium Students make positive progress against Progress 8 measure</li> <li>To narrow the gap between the percentage of disadvantaged and other pupils achieving at least a Grade 5 in English and maths.</li> </ul>		ACH	Funded within other budget lines
	PPG First	Create an ethos that places PPG student at the heart of what we do. <ul style="list-style-type: none"> <li>Create systems that allow teachers to quickly highlight pupils in need of support to the Pupil Premium Leader and Progress Leaders and enact swift intervention</li> <li>All seating plans have a clear rationale for the positioning of PPG students.</li> <li>2018/19 Cohort have a positive Progress 8 score</li> </ul>	Feedback +8 Social and Emotional Learning +4	CUR	Funded within other budget lines
	Director support for subjects	To support Pupil Premium students make the positive progress and achieve their target grades. This group will monitor and to implement appropriate interventions. <ul style="list-style-type: none"> <li>Progress 8 for PPG in each subject area is positive</li> <li>Support for curriculum leaders</li> <li>121/221/small group interventions with PPG students</li> <li>Cross trust analysis of examination results and performance (including question level analysis)</li> <li>Cross trust analysis and sharing of good practice/strategies</li> </ul>	Individualised instruction +3 One to one tuition research +5 Extending school time research +2	ACH	Pro-rata-cost of SLA c25000
	Comprehensive literacy programme	Accelerated Reading, Reading Recovery and Phonics to improve the reading ages of all learners so they can access the curriculum. <ul style="list-style-type: none"> <li>PPG students to improve chronological reading age</li> </ul>	Reading comprehension strategies research +6	CUR	c£15000 (Accelerated Reader £3667)

Practical support for controlled assessment needs and skills practice	Remove the barriers to higher marks for PPG students, purchasing ingredients/materials/equipment to allow them to display the full range of techniques required for high grades. <ul style="list-style-type: none"> <li>All PPG food, engineering and art students attain at or above target grade for controlled assessment in practical skills</li> </ul>	Arts participation research +2	ACH	c£1640 £40 per student per subject
Revision guides	PPG students have access to subject information out of hours and are able to test and check their own progress <ul style="list-style-type: none"> <li>All PPG students attain at or above target grade</li> </ul>	Homework research +5	ACH	c£2255
Hegarty Maths subscription	PPG students have access to maths tuition out of hours and are able to test their own progress whilst allowing teachers to pinpoint any skills gap and progress made <ul style="list-style-type: none"> <li>All PPG students worked with attain at or above target grade</li> </ul>	Digital technology research +4	ACH	c£ Pro-rata charge
Careers and Post-16 Guidance	To ensure students are making informed choices about their futures, we will continue with our tailored careers programme which starts in year 8 and continues throughout <ul style="list-style-type: none"> <li>All PPG students to experience ICAG in each year group)</li> </ul>	Aspiration participation +2	ASP	c£10000
Study Clubs, Saturday and Holiday Schools and Enrichment Clubs including transport	To ensure all Pupil Premium students have access to focused in-school revision sessions that will ensure they are fully prepared for their exams. This will ensure the highest possible examination results for them which will ensure they have access to Post-16 and succeed in life <ul style="list-style-type: none"> <li>All PPG students are offered 4 enrichment sessions per week</li> <li>All PPG students attend maths and English holiday study clubs</li> </ul>	Extending school time research +2 Summer schools research +2	ACH ATT	c£32000
1-2-1 or 2-2-1 Support	To enable Pupil Premium students to be fully equipped with the skills and subject knowledge they need for their exams. This will be implemented when students require more intense support or where students need to catch up on missed work or reach target grades. <ul style="list-style-type: none"> <li>Selected PPG students worked with attain at or above target grade</li> <li>Selected vocational student attain at or above target grade</li> <li>Support for course work in open subject ensures pupils make positive progress</li> </ul>	One to one +4 Individualised instruction +3	ACH CUR	c£20000

<b>B: Leadership and management of PPG students</b>					
<b>B</b>	Managing funds	Provide a transparent financial position for PPG funds at the start of the academic year which is linked to/and enables planned spending <ul style="list-style-type: none"> <li>All budgets are reviewed by SLT/PPG governor and signed off</li> <li>Budgets holders assigned to specified budgets and/or money is allocated to spending streams.</li> </ul>		ALL	Funded within other budget lines
	In year review of funds and impact	Monitor the spending of funds so they are supporting the PPG plan and that they are providing an impact for the PPG students at Goole Academy in a timely manner. <ul style="list-style-type: none"> <li>Full review of all spending against allocation (monthly) via report to SLT</li> </ul>		ALL	c£500
	VfM statement	Ensure spending has the direct impact desired and improves outcomes for PPG students <ul style="list-style-type: none"> <li>Full evaluation of money spent against outcomes posted for each initiative.</li> <li>Identify when money was spend and if this was the most effective time.</li> </ul>		ACH	c£1500
	Partnerships	Develop an effective partnership between the Pupil Premium Leader, Year Leaders and teachers <ul style="list-style-type: none"> <li>In class support and advice from PPG/LAC TLR holder</li> </ul>		CUR	c£3500
	MLT	Train all middle leaders to enable them to empower their teams to support disadvantaged pupils in their subject area <ul style="list-style-type: none"> <li>All middle leaders clearly identify PPG students and the support they require</li> <li>All middle leaders fluent with data packs for use in RAT meetings.</li> </ul>		ACH	c£5000
	Pupil/Parent Voice	Create opportunities for pupil and parental voice to evaluate and develop the strategy further to support those with individual needs and requirements <ul style="list-style-type: none"> <li>PPG parental questionnaire at Parents' Evenings</li> <li>PPG student questionnaire October 2018</li> </ul>	Parental Engagement +3	ASP	c£1000
	Bespoke initiatives	Create systems to allow teachers to bid for funding from the pupil premium grant to purchase resources to support learning <ul style="list-style-type: none"> <li>Curriculum leads have process and funds available to provide bespoke offerings to PPG students</li> <li>PPG students post positive Progress 8 score</li> </ul>	Identified after submission	ALL	c£10000

<b>C: Behaviour, attendance and welfare for PPG students</b>					
<b>C</b>	Bridge/PLC	Students who are not ready for secondary school will receive the support they need academically as well as emotionally so they can succeed in secondary school. In 2018/19, we will extend this provision to Key Stage 4 to ensure students who need extra support with their GCSE studies are catered for.	Behaviours interventions +3 Social and emotional learning +3	CUR	c£41832 Staff salaries pro-rata
	Commissioned Places/PRU/alternative education	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 workers who monitor engagement and progress <ul style="list-style-type: none"> <li>Improve rates of PPG pupils transitioning successfully to next phase of schooling, training or employment</li> </ul>	Behaviours interventions +3 Extending school time +2 Social and emotional learning +3	CUR	c39000
	Partnerships	Develop an effective partnership between the Pupil Premium Leader, pastoral team, Attendance Leader and SENDCO		CUR	See partnerships above
	Attendance First	Implement attendance intervention plans for identified pupils to ensure that the attendance of all PPG students closes the gap with non-PPG students and in line with their peers	Extending school time +2 Social and emotional learning +3	ATT	c£1500
	Positive ethos and rewards	Provide reward scheme that recognises all children and is applied to all PPG students. <ul style="list-style-type: none"> <li>Teacher to monitor their own contribution to initiative to ensure there is no rewards gap between PPG/non-PPG.</li> </ul>	Aspiration intervention, Behaviour intervention +3	ACH	c£6666 (pro rota PPG share)
	Triage uniforms	<ul style="list-style-type: none"> <li>PPG students access lessons without pastoral or confidence issues</li> </ul>	Extending school time +2 Social and emotional learning +3	CUR	c£500
<b>D: Aspiration programme for PPG students</b>					
<b>D</b>	Enrichments (incl Curriculum and Enrichment Trips)	To ensure Pupils Premium students have the same opportunities their non-disadvantaged peers have so they can experience the same activities and take part in life changing experiences <ul style="list-style-type: none"> <li>All PPG students to be given the opportunity to access curriculum trips and at least one enrichment trip</li> <li>PPG attendance at after school enrichment session</li> </ul>	Outdoor adventure and learning +2 Aspiration participation +2 Oral language interventions +5	ASP	c£40000
	Year 7 uniform	Ensure all Y7 PPG students access lessons without pastoral or confidence issues <ul style="list-style-type: none"> <li>All year 7 PPG students receive full uniform including PE kit</li> </ul>	Extending school time +2 Social and emotional learning +3	CUR	c£3600
<b>1</b>	<b>Total PPG spend by academy</b>	<b>£297389</b>			
<b>2</b>	<b>Pupil Premium Grant</b>	<b>£287500</b>			
<b>3</b>	<b>Contribution from Academy</b>	<b>£9889</b>			