

# Pupil Premium Strategy Statement

2016-2017

Including Review of 2015-2016 Pupil Premium Funding (page 12)

1. Summary information					
<b>School</b>	<b>The South Leeds Academy</b>				
<b>Academic Year</b>	2016-2017	<b>Total PP budget</b> £528,925 (£505,000 in Academy's in year budget)		<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	NOR 933	<b>Number of pupils eligible for PP</b>	477	<b>Date for next internal review of this strategy</b>	May 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving 5A* - C incl. EM</b>	13.8%	15.2%
<b>% achieving expected progress in English / Maths</b>	20.2%/ 21.8%	38.5/35.8
<b>Progress 8 score average</b>	-1.37	-0.54
<b>Attainment 8 score average</b>	32.99	39.98
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>		

<b>A.</b>	Literacy skills entering Year 7 are lower for pupils eligible for PP than other groups, which prevents them from making good progress in Year 7.
<b>B.</b>	Pupils who are eligible for PP are making less progress than other pupils in English & Maths at KS4. This reduces their future life choices.
<b>C.</b>	Low aspirations, resilience and thirst for learning is having a detrimental effect on their academic progress and that of their peers.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) <b>Section D</b>	
<b>D.</b>	Persistent Absentee Attendance rates for pupils eligible for PP are higher than other groups, this reduces their school hours and causes them to fall behind.
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )	
	Success criteria
<b>A.</b>	High levels of progress in literacy for year 7 pupils eligible for PP.
<b>B.</b>	Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.
<b>C.</b>	Aspirations, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours.

	Ensure more vulnerable students are supported emotionally and socially.	pastoral team as causing concern or vulnerable are able to engage more positively in learning and require less interventions in the form of mentoring or behaviour management. Evidenced through Inclusion Team Meetings, outcomes from engaging with the Risk and Resilience programme and behaviour data. Also, tracked/monitored using the PP intervention record on the shared drive.
<b>D.</b>	Reduction in the number of PA students that are eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 12% or below. Evidenced through half termly attendance data and PP intervention record on the shared drive.

<b>5. Planned expenditure (To be confirmed)</b>					
<b>Academic year 2016/2017</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</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

			<b>implemented well?</b>		
<b>A</b> – targeted pupils make demonstrable in year accelerated improvements in their reading ages	Sound Training – Year 7 and Year 8 pupils with significant non-chronological reading age delays	Delta partnership academies who have enrolled pupils on the programme have provided quantifiable evidence that this programme has improved pupils' reading ages	Strategic oversight, implementation and evaluation by senior leaders in the academy. GL Assessment before and after to measure impact.	Vice Principal Hannah Thornton and Assistant Principal Sarah Danskin	The programme will be launched after February half term 2017 and reviewed in the summer term 2017 using standardised assessments to measure in year improvements. Training and support to be provided for key staff. Delta Academy partners (such as De Waranne Academy, Conisborough, S Yorks) to help with setting up the programme. Initial costs, £11,500.
A - High levels of progress in literacy for year 7&8 pupils eligible for PP.	Whole school: <ul style="list-style-type: none"> <li>• CPD on improving literacy skills across the curriculum,</li> </ul>	Provide high quality teaching to all pupils to drive up results, low levels of literacy have been identified as being higher amongst disadvantaged pupils.	QA process	Vice Principal Deep Learning AAP Deep Experience	Literacy Across the Academy launched in whole staff CPD Jan 2017 Reviewed in July 2017

	<ul style="list-style-type: none"> <li>• Collaborative leadership between English and World Studies - developing a common model for extended writing and feedback.</li> <li>• Robust reading assessments, data to be shared across academy.</li> </ul>	<p>Humanities are now required to develop extended writing as part of their GCSE curriculum.</p> <p>To enable all subject areas to differentiate appropriately so that all students can access reading material, data has shown that a significant percentage of disadvantaged pupils have a reading age lower than their chronological age.</p>	<p>Weekly joint line management meetings overseen by the Vice Principal</p> <p>QA process – Differentiated reading material. Staff use as data to inform seating plans (Kagan model).</p>	<p>Vice Principal</p> <p>CP Vice Principal</p>	<p>After the formative QA</p>
<p>A - High levels of progress in literacy for year 7 pupils eligible for PP.</p>	<p>English Department:</p> <ul style="list-style-type: none"> <li>• CPD on using Accelerated Reader effectively and developing questioning/reading</li> </ul>	<p>Variety of reading activities used to support students in active reading sessions, trialled by</p>	<p>HoF to monitor progress of reading age data, 3 calendared reading age</p>	<p>Head of English and Associate</p>	<p>January/July 17</p>

	<p>strategies to target key disadvantaged students in all Yr7 &amp; 8 classes to improve reading ages.</p> <ul style="list-style-type: none"> <li>• CPD on applying whole-school marking policy.</li> <li>• Reader/Listener used to support PP students with reading close to or above chronological age.</li> </ul>	<p>outstanding/good schools with higher reading age data.</p> <p>Lead staff in issuing quality-first written feedback that allows students to show progress over time, focussed on literacy.</p> <p>Allows students to sustain opportunities for making or exceeding expected progress across the curriculum. System is developed from model used within outstanding schools</p>	<p>assessments within the academic year, QA of library lessons to assess level of support given from class teachers.</p> <p>Work scrutiny</p> <p>Reading age database to track and monitor progress at termly intervals</p>	<p>Assistant Principal</p> <p>Head of English and</p> <p>Associate Assistant Principal</p> <p>Head of English</p>	<p>Termly</p> <p>Termly</p>
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B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.	Increased opportunities through enrichment/period 6 activities including 1-2-1 tuition and after school English and maths to improve progress and address learning deficits; diagnostic feedback and personalised revision.	A coordinated PP enrichment programme and sharper planning for accelerated progress of identified students in maths and English lessons will enable groupings to be more targeted, ensure a more personalised curriculum and differentiated materials	Regular monitoring of progress and attainment through data tracking.  Teaching of specific skills and knowledge through a robust scheme of work	Assistant Principal Marie Caines	Provision begins November/December 2016  Reviewed at last data capture August 2017
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**ii. Targeted support**

<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>When will you review implementation?</b>
A - High levels of progress in literacy for year 7 pupils eligible for PP.	Personalised and small group provision following diagnostic testing – to include new Literacy Programme	Using diagnostic testing ensures student's individual needs are identified and the appropriate intervention programme is followed. The	Organise timetable to ensure staff delivering provision have sufficient	Assistant Principal – Inclusion & SENCO	January and June 2017

		programmes used are shown to be effective in other Trust schools and previous positive data in De Lacy Academy. EEF Teaching and Learning toolkit sites Phonics and reading comprehension as having 'moderate impact for very low cost' +4 and +5 months respectively.	preparation and delivery time.  Data tracking of these students to show impact of the programme.  CPD for HLTA delivering Fresh Start.		
B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.	Deliver targeted intervention & revision to small groups/individuals delivered by subject specific CIT Directors and subject teachers.	EEF Teaching and Learning Toolkit shows that one to one tuition has a moderate impact +5 months. It also enables thorough and regular feedback to be given which is a high impact strategy (EEF).	Regular monitoring of progress through data tracking, RAG meetings. Bi-weekly meetings with subject leads linked to RAG. Teaching of specific skills and knowledge through a robust	Head of English and Maths	Weekly RAG meetings



			analysis of assessments to identify individual student weaknesses.		
B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.	Extend the school day and intensive holiday classes. Link PP students to experienced teacher for bespoke sessions focussing on key exam skills linked to students' performance in mock exams. Year 11 only	Enables students to consolidate learning and access further personalised support from experienced subject specialists. Ensures that during the holidays students continue to access learning which otherwise may not be the case.	Teaching of specific skills and knowledge through a robust analysis of assessments to identify individual student weaknesses.  Register from additional sessions to check on attendance	Heads of English and Maths	Begin February 2017, review at weekly RAG meetings

B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.	Regular subject interviews/learning conversations through mentoring to discuss barriers to progress and attainment.	Students to have an in-depth knowledge of how to utilise a variety of strategies and opportunities to continue to make progress across Yr11.	Calendared timetable of student interviews, minutes and actions recorded.	Head of English and Maths ascribed mentors	Beginning December 2016 Ongoing and reviewed in May 2017
B - Improved rates of progress at KS4 in English & Maths for pupils eligible for PP.	Provide specific mathematical equipment including Casio FX-83 calculator, Pearson Revision Guide	To become more adept at using specific calculator functions. Compulsory use of revision guides in lessons to aid pupils in revision skills	Lesson QA  Analyse improvement in assessments	HoF	Half-termly (through feedback in faculty meetings)  Delta common assessments
<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>When will you review implementation?</b>

<p>C - Aspirations, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours.</p>	<p>2 x Learning Mentors deployed to support two different identified cohorts of students not making sufficient progress in the academy, whose progress is stalling. Cohorts to comprise of those who are vulnerable in terms of engagement and those displaying poor behaviours for learning.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification process is robust, use of PASS and Boxall</p> <p>Learning mentors to engage with parents before intervention begins.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	<p>Assistant Principal – Deep Support</p>	<p>February half term and June 2017</p>
<p>C - Ensure more vulnerable students are supported emotionally and socially.</p>	<p>Learning mentor deployed to deliver 'nurture' intervention for KS3 students under SEND/Nurture and Inclusion provisions.</p>	<p>Maslow's hierarchy of needs, until the bottom tiers of need have been met it is extremely difficult for</p>	<p>QA - part of whole school process</p>	<p>Assistant Principal – Deep Support and Inclusion</p>	<p>January and June 2017</p>

	Assistant Principal, Deep Support to work with multi agencies to ensure those most 'at risk' access the support required.	anyone to engage in learning.	Regular meetings with Bridge manager  Campus walks  Weekly Inclusion meetings		
D - Reduction in the number of PA students that are eligible for PP.	Attendance mentor to monitor pupils and follow up quickly on absenteeism. First day response provision.  Learning mentor to work with an identified cohort of students to deliver personalised mentoring, targets and rewards.	We can't improve attainment for children if they aren't attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of learning mentor about existing absence issues.  Attendance and progress discussed fortnightly with Assistant Principal – Inclusion  Attendance data	Associate Principal – Rob Burton Deep Learning & Assistant Principal – Deep Support Inclusion	February half term and June 2017
D - Reduction in the number of PA students that are eligible for PP.	Increased awareness of the effects of mental health on attendance and the deployment of strategies to reduce this impact	Increasing in house evidence that mental health is being cited by parents as the reason for student	Attendance at courses on the effects of mental health.	Assistant Principal – Deep Support	

		absence. Lack of power to prosecute the parents of PA students due to student engagement with Camhs.	Attendance data	and Inclusion Sarah Danskin	
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<b>Review of Impact 2015/2016</b>			
<b>Total PPG Received: £590,834 Total PPG Expenditure: £600,000 PG Remaining: £0</b>			
<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Evaluation/Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Year 7 Curriculum Innovation – skills for learning programme</p>	<p>Progress of students in line with national progress</p> <p>Year 7 literacy gap at least 10% less than in previous years</p> <p>Students who have below 10 reading ages eradicated by the end of KS3</p> <p>Deliver up to 3 sub levels gap from primary school</p> <p>Levels of progress in year 7 and 8 improved in comparison with 2013/14</p>	<p>Sarah Lloyd</p> <p>The end of key stage is not a definable or measurable impact measure and therefore incremental evaluation is difficult.</p> <p>In year progress of year 8 students would suggest that any sustainable impact and catch up is fragile and not embedded.</p>	<p>(Leader of Learning salary) £32,000</p>
<p>Summer School – Focus on numeracy and literacy</p>	<p>Literacy Levels less likely to drop over summer holidays</p> <p>Improvement in Academy/home partnerships</p>	<p>Again, quantifiable data and impact is hard to measure given the paucity of evidence collected.</p> <p>A more focused approach is required with identified, closely tracked and monitored students.</p>	<p>£56,000 Materials and staffing</p>

<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improving attendance of Pupil Premium students	<p>Clearly targeted strategy for persistent absentees</p> <p>Attendance gaps closed</p> <p>Non-PA attendance of 95% for PPG students</p>	<p>N Birkby</p> <p>Last year's PPG attendance remained too low for PPG students and was below national average.</p> <p>PA within PPG group was significantly above national average</p> <p>More focused approaches are required with careful monitoring and tracking along with modified and intensified interventions if insufficient impact is being made</p>	£58,000 (staffing, resources and transport)

<p>Off Site Provision and curriculum development</p>	<p>Alternative pathways and provision clearly established</p> <p>Students who are PP at KS4 close the gap with those who are non-PP, as a result of improved curriculum offer</p>	<p>D Bisley/D Bell</p> <p>Unvalidated Raise 2016 would indicate that performances for disadvantaged students including PP were significantly below expectation and gaps did not lessen sufficiently. Were all students accessing of site provision and curriculum development PP? If not, this is not specific enough in terms of selected use of funding.</p> <p>PP and Non-PP students need distinguishing more clearly within this process if so.</p> <p>The Elland Centre and other AP providers do allow the Academy to better meet the needs of vulnerable students who would otherwise be at risk of permanent exclusion or relative academic failure.</p>	<p>£274,360</p>
<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>



<p>Behavioural and Academic Support.</p> <p>Mentoring and Coaching of students who are PP through targeted intervention.</p> <p>Development of specialist provision: short stay school facility: The Hub; Oasis</p>	<p>For Each student, impact should be measured against:</p> <p>Attendance (non PA), behaviour points, exclusions, levels of progress in maths and English, attitude to study</p>	<p><b>D Bisley</b></p> <p>These projects lasted 5 months and constituted a 10% rise in attendance of those accessing the provision. Impact of this initiative, however, is hard to define in terms of cost effectiveness, given such a large cohort of students would be eligible. EAB minutes dated 29<sup>th</sup> of March 2016 indicate that attendance improvements were all that were reported upon. There is little by way of description regarding how other types of impact would be monitored regarding students' behavioural improvement.</p> <p>The member of staff meant to evaluate the impact has now left the academy.</p> <p>Case studies of students who accessed these provisions will be produced for the EAB in the next meeting to properly analyse cost effectiveness and impact.</p>	<p>£30,000</p>
<p>LSPs in class support</p> <p>Development of basic skills and catch up support</p>	<p>Improved assessment of student need</p> <p>Inadequate lessons reduced to 0% by 2014/15</p>	<p><b>Davina Bell</b></p> <p>Again this is difficult to quantify and measure impact</p> <p>Outcomes would indicate over time that inadequate teaching was not fully eradicated and this action would not realistically impact upon this intended outcome.</p>	<p>£122,890 (staffing and training)</p>

<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Evaluation/Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Reading Interventions	Supporting students in curriculum access Eradicating less than 10 reading ages amongst PPG by end of KS3 (cited in first target) by end of KS3. Increase in library loans	Davina Bell Again, the ambitious scope but vagueness of how the chosen action (and associated quality assurance measure) mean that it's now difficult to discern the impact of this initiative or cost effectiveness. In year improvements of an identified below 10 cohort and NFER or equivalent reading age tests at specific points after Accelerated Reader would have been more helpful.	£16,000
Mentoring and Intervention in Year 10-11  Focus on 3 Levels of Progress In Year 10 and 11	5A* - C (inc English and maths) achieved in...  Summer 2015 for targeted PP students  Students who are PP close the gap to national average for expected progress	This was not met in either the year specified or subsequently. Actions, success criteria and intended outcomes lack specificity or measurable impact.	£10,000