

# Pupil Premium Strategy Statement – Biddick Academy

## WHOLE SCHOOL PRIORITY – IMPROVE THE PROVISION AND OUTCOMES FOR PUPIL PREMIUM STUDENTS

1. Summary Information					
School	Biddick Academy				
Academic Year	2018/19	Total PP budget:	£314,000	Date of most recent Pupil Premium Review	05/18
Total number of pupils	1089	Number of pupils eligible for PP	321	Date for next internal review of this strategy	

2. 2017 – 2018 GCSE Data		
	Pupils eligible for PP (non-PP)	National average – all students
Basics (EM4+)	42% (72%)	64%
Basics (EM5+)	21% (43%)	43%
Progress 8 score average	-0.62 (-0.21)	-0.03
Attainment 8 score average	36.5 (47.9)	46.4
Attendance	91.5% (95.4%)	95%
English	-0.69 (-0.31)	-0.04
Maths	-0.53 (-0.11)	-0.02
EBacc	-0.62 (-0.23)	-0.03
Open	-0.64 (-0.19)	-0.04

3. Barriers to future attainment (for pupils eligible for PP)	
In-School Barriers	
	Some disadvantaged students do not receive consistent levels of high quality teaching to meet their individual learning needs
	Some disadvantaged students have low levels of literacy and numeracy which impedes their learning and their confidence

	Some disadvantaged students have little aspiration for the future and are in need of additional adult support and additional careers guidance so that they do not limit their own potential	
	Some disadvantaged students struggle to manage their behaviour for learning	
	Some disadvantaged students struggle with the increased complexity of organization with a secondary environment and increased demands for independent work	
<b>External Barriers</b>		
	Some disadvantaged students struggle to attend regularly and of these some are persistently absent	
	Some disadvantaged do not receive the appropriate quality of support and challenge from home to help enable them to fully achieve their potential	
<b>4. Desired Outcomes</b> <i>(desired outcomes and how they will be measured linked to the key barriers and challenged faced by some disadvantaged students)</i>		<b>Success criteria</b>
<b>1</b>	Disadvantaged students receive consistently good teaching which meets their individual learning needs	<ul style="list-style-type: none"> <li>• All teachers plan lessons which meet the needs of the disadvantaged students in their classroom</li> <li>• Disadvantaged students make progress in line or above expectation</li> <li>• Evidence of pedagogical development through effective application of CPD opportunities</li> <li>• Work scrutiny indicates that disadvantaged students are challenged, respond to feedback and produce well-presented, high-quality work in line with their peers</li> <li>• Best practice from high-performing schools is shared and applied effectively to our school context</li> </ul>
<b>1 8 10</b>	The progress made by targeted disadvantaged students across each year group accelerates and improves	<ul style="list-style-type: none"> <li>• Overall progress of each cohort shows the gap between disadvantaged and non-disadvantaged students narrows each academic year.</li> <li>• Individual targeted student progress is accelerated through intervention programmes</li> <li>• Departmental data shows that the progress of mid-ability boys is in line or above expectation</li> <li>• The progress made in reading for 'On Watch', 'Intervention' and 'Urgent Intervention' student is accelerated</li> <li>• The strategic placement of specialist support assistants has a positive impact upon the progress of targeted disadvantaged students</li> </ul>

<b>9 13</b>	Aspirations of disadvantaged students are equivalent to those of their non-disadvantaged peers across the academy	<ul style="list-style-type: none"> <li>• The aspirations of disadvantaged students are in line with their non-disadvantaged peers</li> <li>• Disadvantaged students feel confident, competent, prepared and ready to take the next steps in their lives</li> <li>• Underachieving disadvantaged students are able to access, develop confidence and make progress in English and maths</li> </ul>
<b>2 3 4 5 6 15</b>	Disadvantaged students display behaviour in the classroom which is conducive to learning in a climate of self-improvement	<ul style="list-style-type: none"> <li>• Behaviour Watch analyses show a decrease in the rate of negative behavioural incidents and an increase in the rate of positive learning behaviours over time</li> <li>• The attendance rate of disadvantaged students increases</li> </ul>
<b>2 5 7 9</b>	Disadvantaged students arrive on time and fully equipped ready for the school day  Homework is completed to a high standard and deadlines are met.	<ul style="list-style-type: none"> <li>• Behaviour Watch analyses show a decrease in the rate of consequences related to lack of equipment, punctuality and failure to complete and return homework over time</li> <li>• Teachers use TakeCtrl self-reflection overviews effectively to differentiate their teaching to meet individual needs</li> <li>• Form tutors build a stronger relationship with their students and use TakeCtrl self-reflection overviews as an effective mentoring tool</li> <li>• The aspirations of disadvantaged students are in line with their non-disadvantaged peers</li> </ul>
<b>2 4 6</b>	Attendance rate for disadvantaged students increases	<ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>4</b> <b>11</b> <b>12</b> <b>14</b></p>	<p>Parents of disadvantaged students fully engage with the school and feel confident in providing their child with an appropriate quality of support and challenge at home to help enable them to achieve their full potential</p>	<ul style="list-style-type: none"> <li>• Number of parents actively engaging with the school increases</li> <li>• Parents have a clear understanding of the courses on offer and how best to support their child to make progress</li> <li>• Parents are kept fully informed as to what interventions their child is taking part in leading to an improvement in awareness of their progress</li> </ul>
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5. Planned Expenditure					
Academic Year	2018 – 2019				
Desired Outcome	Action	Evidence	Monitoring	Staff Lead	Review
Disadvantaged students receive consistently good teaching which meets their individual learning needs (JH)	Department Reviews to monitor the effectiveness and quality of teaching and learning within each subject area across the academy	Teachers have a secure understanding of how a range of factors can inhibit disadvantaged students' ability to learn and plan lessons to overcome these knowing how to adapt teaching to support their progress	<ul style="list-style-type: none"> <li>• Department reviews</li> <li>• Head of Department and Lead Practitioner learning walks</li> <li>• Department self-evaluation meetings</li> </ul>	SY	Termly
	Bespoke CPD to meet the emerging needs and development areas of each specific department across the academy	<p>Dedicated whole-school CPD plan focused upon differentiation and meeting the needs of all learners including disadvantaged students, SEND, high prior attainers and boys</p> <p>Individual teaching staff receive bespoke CPD if applicable to develop their own practice</p>	<ul style="list-style-type: none"> <li>• Five after-school CPD sessions</li> <li>• One twilight CPD session</li> <li>• JK updates to SY</li> <li>• Departmental feedback and questionnaire</li> <li>• Learning walks</li> </ul>	JK	Half-termly
	Effective lesson planning which ensures that the individual learning needs of all disadvantaged students are met	Disadvantaged students are highlighted on seating plans/Raising Attainment Plans along with corresponding specific individual teaching strategies which meet the needs of the learner and positively impact upon their progress	<ul style="list-style-type: none"> <li>• Department reviews</li> <li>• Learning walks</li> <li>• Department self-evaluation meetings</li> </ul>	SLT/LOL/LP	Termly

	<p>Focused disadvantaged student work scrutiny to assess the consistency across departments</p>	<p>Scrutiny to assess both the quality of work produced and the extent to which the teaching of disadvantaged students is differentiated to meet their individual learning needs, misconceptions are being addressed and expectations are high</p>	<ul style="list-style-type: none"> <li>• Work and planning file scrutiny</li> <li>• Department self-evaluation meetings</li> </ul>	JK/JH	Termly
	<p>Ongoing work with Pupil Premium Champion schools and other external agencies such as the Durham EDS</p>	<p>Outward-looking approach adopted. Schools visited who have an effective and high-impact Pupil Premium strategy so that best practice can be observed, shared and disseminated.</p>	<ul style="list-style-type: none"> <li>• Weekly Achievement Team meetings</li> <li>• SLT and Governor updates</li> </ul>	JK/JH/AW	Ongoing
	<p>Autumn Evaluation</p> <p>A department review has been conducted by SLT. A main area of focus has been differentiation and planning to meet individual need. Areas for development are referenced within each report held by Dr Yates</p> <p>CPD has been planned and due to be delivered in January. This will consist of four whole staff training sessions taking place during CPD time.</p> <p>Work scrutinies are regularly undertaken with a specific disadvantaged scrutiny planned for WB 10/12</p> <p>Leaders of learning address quality of planning through departmental monitoring.</p>				
	<p>Spring Evaluation</p>				
	<p>Summer Evaluation</p>				
<p>The progress made by targeted disadvantaged students across each year group accelerates and improves (JK)</p>	<p>Additional staff in core subjects to reduce class sizes and create a mechanism for intervention programmes</p>	<p>Timetables and intervention programme demonstrate the increased ability to offer bespoke teaching. Improved assessment data shows progress to ensure individual gaps decrease over time.</p>	<p>LOL – monitor each termly data drop and review against target</p>	<p>Disadvantaged Leads/LOL</p>	<p>Termly</p>

	Departments focus upon the progress of mid-ability boys	Regular meetings between the disadvantaged leads and department leaders of learning to the monitor progress of and evaluate teaching and learning strategies focused upon mid-ability boys Examples: <ul style="list-style-type: none"> <li>• Enhancement intervention</li> <li>• After-school revision</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Department self-evaluation meetings</li> <li>• Disadvantaged lead meetings</li> <li>• Department reviews</li> </ul>	AW/SY/JH/JK	Half-termly
	Targeted students withdrawn from MFL to receive specialist boost sessions in English and maths	IEP's showing that the booster lessons are closing learning/knowledge gaps over time. This has a positive effect on each students overall assessment data	LOL English and Maths Specialist teachers keep assessment logs –review every 4 weeks	Disadvantaged Leads/LOL	
	Intensive six-week intervention programmes for low-ability students	Bespoke Literacy/Numeracy programmes show development of Key skills monitored through personal IEP's.	LOL English and Maths Specialist teachers keep assessment logs –review every 6 weeks	Disadvantaged Leads/LOL	
	Targeted enhancement programme delivered by subject-specific staff aimed at underperforming middle and high-ability learners	Registers Use of assessment data to provide swift targeted support Skill gaps addressed and reflected in assessment information	LOL English and Maths Specialist teachers keep assessment logs –review every 4 weeks	Disadvantaged Leads/LOL	
	Accelerated Reader used for targeted underperforming students	All students complete quizzes and tests. Assessment information shows termly improvements. Reports and evaluations reviewed by Disadvantaged Leads	Termly start assessment information reviewed and intervention groups rotated on need – half termly	Disadvantaged Leads/LOL	
	Specialist student support assistants used strategically	SEN team and disadvantaged team to coordinate strategic positioning every half term. TA's to collate information /IEP's for specified students and evaluate	SEN and Disadvantaged team meetings review students' progress against targets	SEN/ Disadvantaged team	

		progress against key target areas.			
	<p>Autumn Evaluation</p> <p>Additional staff in English, Maths and Science has allowed class sizes to be reduced and subject-specific enhancement intervention to take place. There are still some staffing issues in Science and absence issues in English which reduces the impact this has.</p> <p>Whole-school CPD delivered in October focused upon the progress of and differentiation for boys across the school. Differentiation by sub-group guide (SEND, Boys, Disadvantaged and High Prior Attainers) has also been distributed. A high proportion of the current cohort of SPOTlight students (75%) are boys as well.</p> <p>Intervention programme involving the removal of targeted students from MFL has commenced and this is a timetabled lesson delivered by a subject expert. This scheme primarily targets low-ability students.</p> <p>Enhancement intervention programme coordinated by GP is in progress and subject leaders use this to target the underperforming students in their curriculum area alongside the identified SPOTlight students. About 50% of the SPOTlight students do not currently attend any form of intervention – this will be raised as an issue at department self-evaluation meeting in readiness for the next cohort of students.</p> <p>Accelerated Reader –</p> <p>Student overviews where available have been distributed to teachers from the SEN team to help inform the planning, differentiation and delivery of their lessons.</p>				
	Spring Evaluation				
	Summer Evaluation				
Aspirations of disadvantaged students are equivalent to those of their non-disadvantaged peers across the academy (JH)	Take Ctrl – A programme designed to improve a student's independent learning ability with the overall aim to develop resilient, motivated and able learners.	Personal development files/ personal profiles and bespoke careers guidance helps shape and motivate progression through school	<ul style="list-style-type: none"> <li>Form tutor voice</li> <li>Student voice</li> <li>Parent voice</li> </ul>	Head of Year	Termly
	Pathways 2 Progress - A pastoral mentoring scheme targeting underachievers in English and maths	Personal reports show a difference is made in attitude to learning. Review termly assessment information on individual students	Heads of year oversee selected students and target new ones in termly cycles	Evaluation meetings with HOY	
	Bespoke CEIAG opportunities to meet individual needs	Students are targeted to receive specific opportunities feeding into mentoring.	Careers lead to collate evaluations	Careers lead HOY Form Tutors	

		<p>Egs. Include:</p> <ul style="list-style-type: none"> <li>• College visits</li> <li>• ESH programme</li> <li>• Employer talks</li> <li>• Interview programmes</li> <li>• University visits</li> </ul> <p>(see bespoke offer PB)</p> <p>Employer and student feedback</p>	<p>Heads of year/form tutors to case study PP students</p> <p>PASS survey data to be analysed annually to measure attitudinal change.</p>		
	SLT individual mentoring of year 9 and 11 students to support them in their option choices and pathway to GCSE exams	<p>Mentoring logs</p> <p>Increased outcomes on PASS survey indicating confidence and attitudinal impact</p> <p>Increased effort levels in teacher reports.</p>	<ul style="list-style-type: none"> <li>• PASS data</li> <li>• Mentors feed-back to Heads of Year</li> </ul>	Heads of Year	Termly
	<p>Autumn Evaluation</p> <p>Our Take Control drop down day for the autumn term focussed on teamwork and resilience. Feedback from staff and students was positive and students felt challenged and taken out of their comfort zone.</p> <p>Disadvantaged students (including the SPOTlight students) are undertaking the pathways to progress mentoring scheme. This is now embedded within year teams and each HOY is now reviewing in preparation for the spring term. Relationships with these students ensure that no one goes under the radar.</p> <p>Colleges and employers have delivered a series of bespoke sessions this term. In addition visits into local work places have proved successful. Student feedback has been positive for all planned activity.</p> <p>SLT mentoring to take place from January.</p>				
	Spring Evaluation				
	Summer Evaluation				
Disadvantaged students display behaviour in the classroom which is conducive to learning	Pastoral support team target specific students according to individual needs	Behaviour Watch shows a decrease in the recorded incidents of negative behaviour across the academy	<ul style="list-style-type: none"> <li>• Behaviour Watch behaviour report analysis</li> <li>• Learning walks</li> <li>• Department reviews</li> </ul>	SD/SY	Weekly

in a climate of self-improvement (JK)		Department reviews and learning walks show a more positive climate with more students exhibiting appropriate learning behaviours				
	TakeCtrl – Study Skills	Metacognition - students are given the opportunity to learn how to study/revise for assessments whilst also introducing new skills for consolidating and recalling knowledge thus improving outcomes and progress made	<ul style="list-style-type: none"> <li>• Assessment point progress data</li> <li>• Student voice</li> </ul>	SD	Twice per year	
	Educational Health and Wellbeing Professional to support the most vulnerable students	Support available for the most vulnerable students in school to improve both attendance rates and GCSE outcomes ensuring that all students achieve and are ready and prepared for the next stage of their lives	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Student voice</li> <li>• PASS data</li> </ul>	GJ	Half-termly	
	Social skills	Some disadvantaged students who are identified as 'at risk' of inhibiting their own learning and the progress of their peers are provided with small-group social skills work to help develop and improve	<ul style="list-style-type: none"> <li>• Key-worker feedback</li> <li>• Teacher voice</li> </ul>	GJ	Half-termly	
	Autumn Evaluation First whole-school TakeCtrl day delivered in October which aimed to raise aspirations as well as focusing upon study skills, revision techniques, further education, job applications and careers. Feedback from staff and students was positive and students felt challenged and taken out of their comfort zone.					
	Part-time Educational Healthy and Wellbeing Professional available to meet with for students by appointment.					
	Spring Evaluation					
Summer Evaluation						
Disadvantaged students arrive on time and fully	Enhancement	Enhancement time used to support the completion of homework/independent study in	<ul style="list-style-type: none"> <li>• Behaviour Watch</li> <li>• Form tutors monitor and intervene where</li> </ul>	SD	Half-termly	

equipped ready for the school day. Homework is completed to a high standard and deadlines are met. (JK)		a structured and supportive environment  Form tutors ensure that students are fully equipped and organised so that they are ready to learn and make progress	necessary with their own tutor groups <ul style="list-style-type: none"> <li>• Heads of Year monitor the quality of individual tutor groups</li> </ul>			
	TakeCtrl – Self-Reflection Overviews	Students reflect upon their own strengths, weaknesses, targets, aspirations for the future and action plan to encourage a sense of ownership to be taken over their own future  Self-reflection overviews completed in student planners to inform form tutor and head of year mentoring as well as lesson planning and differentiation	<ul style="list-style-type: none"> <li>• Student planner scrutiny</li> <li>• Enhancement time ‘learning walks’</li> </ul>	JK	Termly	
	Autumn Evaluation Each year group tutor team has a timetable in place for enhancement sessions over the week which includes time for reading and completing independent study/homework. This has helped support disadvantaged students complete their homework in a positive calm, quiet and focused working atmosphere.  TakeCtrl self-reflection overviews will be completed in students’ planners during enhancement time once the first data capture has been completed (aiming for before Christmas but if not, in the first couple of weeks in January).					
	Spring Evaluation					
	Summer Evaluation					
Attendance rate for disadvantaged students increases (NAR)	Assistant Heads of Year					
	Parental communication					
	Mentoring					
	Rewards/Assemblies					
	Alternative provision – The Bridge and Steps					
	Autumn Evaluation					

	Spring Evaluation				
	Summer Evaluation				
Parents of disadvantaged students fully engage with the school and feel confident in providing their child with an appropriate quality of support and challenge at home to help enable them to achieve their full potential (JH)	Effective school/parent communication plan	<p>Clear plan developed and delivered</p> <p>Evaluating how well parents receive information</p> <ul style="list-style-type: none"> <li>Website hits</li> <li>Parent Hub</li> <li>Facebook</li> </ul> <p>Completed surveys</p> <p>Monitoring parent visits to school</p> <p>Home school agreements and reply slips for additional intervention</p> <p>Reports signed for and acknowledged by parents</p>	<ul style="list-style-type: none"> <li>Heads of Year and form tutors to complete analysis of communication mediums</li> </ul>	JH	Termly
	Enhancement intervention postcards and letters	Parents kept fully informed and communicated with regarding student participation in intervention strategies through the year	<ul style="list-style-type: none"> <li>Intervention impact map used to monitor participation and attendance</li> </ul>	GP/JK	Half-termly
	Parental workshops where appropriate	<p>A suite of workshops across the year coordinated through the school SENCO</p> <p>Eg. Accelerated reader</p> <p>Help your child revise,</p> <p>Health and well being etc...</p> <p>Local primary school locations</p> <p>Attend primary open nights</p>	<ul style="list-style-type: none"> <li>Registers of attendance</li> </ul>	GJ	Ongoing
	Online curriculum maps	Full access to the curriculum pathways across all subjects to enable parents to understand	<ul style="list-style-type: none"> <li>Self-evaluation meetings</li> </ul>	PB	Termly

	each course at GCSE to be able to give the best support.			
	<b>Autumn Evaluation</b> 1. Website and Facebook still needs to be utilised more effectively to promote school activity. JH to follow up 2. Enhancement letters are routinely sent – how do we share outcomes of intervention with parents? 3. None this term – Reading workshops not taken place Full curriculum maps not shared on website.			
	Spring Evaluation			
	Summer Evaluation			

