# Pupil premium strategy statement

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| 1. **Summary information** | | | | | |
| **School** | Biddick Academy | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £314000 | | |
| **Total number of pupils** | 1102 | **Number of pupils eligible for PP**  **\*** Not inc Year 7 | 292\* | **Date for next internal review of this strategy** | TBC |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | |
|  | | DS students are achieving less well:  (4-9) **All** 56% v **Non PP** 64% v **PP** 40%,  (5-9) **All** 34% v **Non PP** 42% **PP** 19%  Progress 8 **All** -0.32 v **PP** -0.93 | |
|  | | Further investigation is required of the unique circumstances/barriers on an individual level. | |
|  | | Social, emotional and behavioural needs of DS students is having a negative impact on progress | |
|  | | Underpinning issues such as the need to improve literacy skills across KS3 and KS4 | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **E.** | | Attendance rates for PP students was 91.2% in 2018/19 which is below non-PP students (95%). Overall attendance was 93.6% Reduced hours in school is having a detrimental impact on progress. | |
| 1. **Desired outcomes** *(desired outcomes and how they will be measured)* | | | Success criteria |
|  | Increased attendance rates for PP students in 2019/20. | | Overall attendance for PP students increases from 91.2% to % in line with other students. |
|  | Diminishing difference between progress of PP and other students. | | Diminishing differences between progress in basics of PP and other students PP: 19% v Non PP 42% v All 34%  Progress 8 All -0.32 v PP -0.93 |
|  | Identification of individual barriers for DS students. | | Evidence regarding actions to remove barriers at a student by student level. DS students fully engaged in school. |

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|  | 1. **Planned expenditure** | | | | | | | | |
| * **Academic year** | | |  | **2019-20** | | | | | |
|  | 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. | | | | | | | | |
|  | 1. **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?** | **Cost/SP** | **Staff lead** | **When will you review implementation?** |
| Diminishing difference between progress of DS and other students.  Focus: basics 5-9 Eng/Maths) | | Appointment of ‘Lead Practitioners’ in Maths and English leading to greater capacity for strategic planning with the ability to intervene promptly with striking impact where appropriate. | | | To lead Teaching & Learning with a focus on differentiation will improve attainment for all students, not just DS students. Differentiated teaching and learning and homework is shown to be an effective strategy in other subjects and in the EEF Toolkit (homework). | Regular monitoring of homework tasks by mid-leaders, PL and DHY (T&L)  Effectiveness of differentiation is a focus of SLT Subject Reviews, exam analysis etc.  Half-termly meetings between DHT and LP/HOF to examine impact on student progress.  *SIP: Quality of Education 1 2 3* | £115.509  Maths £60658  English  £54851  Research:  EEF  DfE | FNW  CRA  CBR  JKN  HD |  |
| Diminishing difference between progress of DS and other students. | | To embed a rich curriculum philosophy within each Faculty with a focus on the quality of teaching sor all students. | | | To develop an ambitious curriculum for all students, especially DS and SEND, which promotes good progress and to provide high quality teaching that both challenges and supports students to embed and apply key concepts in their learning | The whole school’s curriculum clearly reflects the school’s local context by addressing known gaps (reading, aspirations for MPA and HPA).  The curriculum plans within faculty areas are mapped and evidence how pre-existing knowledge and skills are built upon logically.  *SIP: Quality of Education 1* | £115.509  Maths £60658  English  £54851  Research:  EEF  DfE | FNW |  |
| Diminishing difference between progress of DS and other students.  Focus: basics 5-9 Eng/Maths) | | Appointment of ‘Lead Practitioners’ in Maths and English leading to greater capacity for strategic planning with the ability to intervene promptly with striking impact where appropriate. CPD and monitoring focus on effective, differentiated feedback for improvement. | | | Consistently effective written feedback will improve progress for all students. There is much educational research which proves high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on developing personalised, challenging feedback and student response. | Expectations shared with all staff in marking policy.  Half-termly work scrutiny, QA process and open book weeks in place to monitor quality of feedback.  LA whole school marking review calendared.  Training bespoke to staff needs to support effective feedback.  Ongoing monitoring of the progress of DS students.  *SIP: Quality of Education 3*  *SIP: Leadership & Management 1* | £115.509  Maths £60658  English  £54851  Research:  **EEF +8**  **DfE** | FNW  CRA  CBR  JKN  H |  |
| Diminishing difference between progress of DS and other students.  Focus: basics 5-9 Eng/Maths) | | Monitoring and tracking systems refined at KS3/KS4 to identify and intervene in differences in progress immediately.  Staff CPD in interpreting and using data to impact on progress. | | | Frequent and accurate monitoring of progress allows T & L to be altered immediately to reduce differences in progress of DS students and other students. | Planned and shared Quality Assurance calendar including training sessions.  Scheduled data analysis meetings at SLT and Faculty level.  DHT monitoring of data and reporting to curriculum governors.  *SIP: Quality of Education 1 2 3*  *SIP: Behaviour and Attitudes 2* | £115.509  Maths £60658  English  £54851  Research:  EEF  DfE | FNW  CRA  CBR  JKN  H |  |
| Diminishing difference between progress of DS and other students.  Focus: basics 5-9 Eng/Maths) | | Lead PR actioners to strategically plan intervention promptly with striking impact where appropriate. | | | Tailored intervention for groups of students underperforming in Maths, for example DS Male to allow for rapid progress. | Deployment of teaching staff as appropriate where underachievement is recognised to allow for the planning of intervention.  *SIP: Quality of Education 1 2 3* | £115.509  Maths £60658  English  £54851  Research:  EEF  DfE | CRA  CBR |  |
| Diminishing difference between progress of DS and other students.  Focus: basics 5-9 Eng/Maths) | | HOF and Lead Practitioners to focus on consistency of aspirational target setting (FFT) across the school. Focus on target setting systems (this will effect DS too) consistency of challenge. | | | Thorough scrutiny of individual targets combined with holistic context of each student will enable staff to set targets that are realistic but challenging for all students. | Routine analysis of target setting, data outcome captures to be evidenced via continual cycle of review. SLT to meet frequently to analyse all data as appropriate.  *SIP: Quality of Education 1*  *SIP: Behaviour and Attitudes 2* | £115.509  Maths £60658  English  £54851  Research:  EEF  DfE | GBI  HOF  SLT |  |
| Increased attendance rates for DS students in 2019/20. | | Clear and robust Attendance Action Plan in accordance with EEF recommendations | | | We can’t improve attainment for children if they aren’t actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. | Attendance Action Plan 2019/20 sets out step-by-step actions.  Strategic role of attendance officer to ensure rapid response.  Training of HoY/FTs in attendance monitoring/intervention.  DHT (SDI) monitoring impact in daily/weekly attendance figures.  DHT monitoring impact of attendance on achievement.  *SIP: Quality of Education 1*  *SIP: Behaviour and Attitudes 1 2 3 4*  *SIP: Personal Development 3* | £3000  Research:  EEF  DfE | TDE  SDI  KHU  SLT |  |
|  | **Total budgeted cost** | | | | | | | | £122 509 |
|  | 1. **Targeted support** | | | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Cost/SP** | **Staff lead** | **When will you review implementation?** |
| Diminishing differences between the progress of DS and other students. | | Additional targeted revision and exam preparation sessions and resources including staffing implications. | | | Small group interventions and aspirational interventions are shown to be effective techniques in EEF Toolkit. | Detailed strategies set-out in English, Maths, Science Faculty Development Plans 2019/20.  DHT to regularly monitor impact of action plans on progress of DS students and report to curriculum governors.  *SIP: Quality of Education 1 2 3 4*  *SIP: Behaviour and Attitudes 1 2*  *SIP: Personal Development 1 2 3* | £141992  Research:  EEF  DfE | GPI  HOF |  |
| Diminishing differences between the progress of DS and other students. | | Implementation of Disciplinary Literacy strategy and Accelerated Reader | | | Students need to improve their vocabulary and grasp of literacy skills to access text and examination style questions. | Disciplinary Literacy Strategy to be an item on SLT agenda. Tracking and monitoring of data, including learning walks, work scrutiny and student outcomes.  *SIP: Quality of Education 4*  *SIP: Behaviour and Attitudes 1* | £141992  Research:  EEF  DfE | CBR |  |
| Diminishing difference between progress of DS and other students. | | Provision of school counsellors and use of SEND facilities to work with students with individual SEND needs. | | | One to one and small group intervention is shown to be highly effective in improving learning. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Transparent, shared system of identification for targeted students.  Ongoing data tracking to monitor impact on behaviour and attainment.  *SIP: Behaviour and Attitudes 1 2 3 4*  *SIP: Personal Development 1 2 3 4* | £141992  Research:  EEF  DfE | ATA |  |
| Identification of individual barriers to learning. | | 2-6-2 meetings with DS students to identify barriers, solutions and actions. | | | Greater insight and understanding into the barriers to learning faced by individual students will enable bespoke actions to be put in place. | Organise timetable to ensure staff delivering 2-6-2 meetings are prepared.  Ongoing data tracking to monitor impact on progress, behaviour and attainment.  *SIP: Behaviour and Attitudes 1 2 3 4*  *SIP: Personal Development 1 2 3 4* | ££141992  Research:  EEF  DfE |  |  |
|  | **Total budgeted cost** | | | | | | | | £149 992 |
|  | 1. **Other approaches** | | | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Cost/SP** | **Staff lead** | **When will you review implementation?** |
| Increased attendance rates for DS students in 2019/20. | | Employment of KHU, internal attendance officer. | | | Clear correlation between attendance and outcomes. Relationships between Biddick Academy and parents/carers need to be stronger. | KHU to attend HOY attendance meetings every week in order to liaise with parents to support student/parent to maximise attendance.  *SIP: Behaviour and Attitudes 3* | £19499  Research:  EEF  DfE | TDE  SDI KHU |  |
| Increased attendance rates for DS students in 2019/20. | | New Positive Discipline policy including emphasis on reward culture | | | Improved relationships between staff and students, improve attitudes to learning and engagement by lowering instances of low level disruption in lessons. | Training for staff and information for parents.  Sanctions/rewards data monitored daily by HoH and weekly by AHT: Ready to Engage.  *SIP: Behaviour and Attitudes 1 2 3 4* | £12000  Research:  EEF  DfE | TDE  SDI  HOY |  |
| Increased attendance rates for DS students in 2019/20 | | Extra – Curricular offer to DS, targeted students or target to attend, barriers removed, for example football boots, resources are available in terms of funding. | | | DS need a reason to attend, extra – curricular activities can motivate students and forge relationships with staff that help to remove barriers to learning. | Tracking and monitoring of extracurricular register, inclusive of attendance rates as a percentage of the cohort with focus on groups of students, including DS.  *SIP: Behaviour and Attitudes 1 2 3 4*  *SIP: Personal Development 1 3 4* | £5000  Research:  EEF  DfE | JH  TDE |  |
| Implementation of ‘Character Education’ development, character award – 5 foundations: Sport, Creativity (coding), Performing (use of debate & drama – vital for HA), Volunteering and membership, world of work. | | Cultural enrichment – strategic approach to character development, to be implemented within DS strategy (focus on HA in some areas). | | | Progress of DS is not just measured by academic outcomes, we want our DS cohort to have the skills to flourish in later life. ‘Character Education’ will help build resilience and a sense of aspiration, crucial to the DS cohort pathway progression. | Strategic plan to be brought to SLT and cross referenced against SIP. Student participation rates to be measured against the 5 foundations. Clear offer to be made to all students, easily understood by all, for example: students, parents, Governing Body. Implementation to frequently be reviewed via SLT/Governing Body meetings.  *SIP: Behaviour and Attitudes 1 2 3 4*  *SIP: Personal Development 1 2 3 4* | Research:  EEF  DfE | JH  TDE |  |
| Early identification of barriers to progress through clear & robust primary transition programme | | Use of external agencies, expertise of primary colleagues, progress data, attendance data, student voice, greater communication with ‘feeder’ primary schools and parents. | | | Clear direction from Department of Education ‘The Wasted Years’ that transition can lead to student progress regressing | Transition Plan to be brought frequently to SLT and the Governing Body, records of meeting with primary feeder schools to demonstrate evidence of collegiate approach to identifying students at risk of poor progress.  *SIP: Quality of Education 1*  *SIP: Behaviour and Attitudes 1 2 3 4*  *SIP: Personal Development 1 2 3 4* | £5000  Research:  EEF  DfE | JH  TDE |  |
| Implementation of a focus group of DS parents. | | To set up a DS Parents Forum to meet termly or half termly to discuss the needs of DS cohort in order to intervene with striking impact. | | | In order to remove barriers for DS cohort we need to be able to recognise what those barriers might be and how best to eradicate them. Working with parents of DS will enable more bespoke srtrategies that have potential for greater impact. | All records and minutes of ‘DS Parent Forum’ to be discussed at SLT and within pastoral/academic teams as appropriate.  *SIP: Behaviour and Attitudes 1 2 3 4*  *SIP: Personal Development 1 2 3 4* | Research:  EEF  DfE | JH  TDE |  |
|  | **Total budgeted cost** | | | | | | | | £41 499  **£314 000** |