

What is pupil premium?

Pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. This money is given to schools to spend on interventions which will improve pupil premium student's attainment and progress.

The government believes that pupil premium funding is the most effective way to address the current underlying inequalities between these groups of students and their peers.

Crofton Academy are responsible for deciding how this money is spent, however it is assumed that funding will be used to remove barriers to learning so that each student can reach their full potential.

Pupil premium funding has been given added weight by Ofsted and schools now have to demonstrate how they spend this money and what impact this has on student outcomes.

How is pupil premium calculated?

The pupil premium grant is calculated from data captured during the School Census in January and May each year.

Funding is then made available to schools from September to August.

2017-18

Pupils in year 7 – 11 recorded as Ever 6 FSM - £935

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority - £1900

Pupils in year group's reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence - £300

If your child is eligible for Free School Meals but not currently claiming your child will not attract pupil premium funding. To get advice on this please visit the Local Authority website and complete an application form. Even if your child is not going to have a lunch at school it is still important to apply as your child will then receive specific intervention funding.

Does your child qualify? (Wakefield Council Website)

Provided your child is attending school full time they will qualify if you receive:

- Income Support
- Income Based Job Seekers Allowance
- Guarantee element of State Pension Credit
- Child Tax Credit with no Working Tax Credit and have an income, as assessed by the Inland Revenue, that does not exceed £16,190
- Support under Part VI of the Immigration & Asylum Act 1999
- Employment Support Allowance (Income Related) (ESA-IR)

How much pupil premium funding has the Academy received?

For the academic year 2017-18 Crofton received initial funding based on the following number of students:

- 237 students identified as being eligible for Free School Meals at any point in the last six years.
- 16 students identified as looked after children/ students identified at the last census as being adopted from care.
- 2 students identified as having parents who are serving in the armed forces.

Pupil premium strategy statement (secondary)

1. Summary information					
School	Crofton Academy				
Academic Year	2017-18	Total PP budget	£221,595	Date of most recent PP Review	July 2017
Total number of pupils	1017	Number of pupils eligible for PP	255	Date for next internal review of this strategy	Jan 2017

2. Key Indicators (most recent Year 11)	Data Source: ASP	Unvalidated	Validated
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Key Stage 2 Fine Point Level (Cohort size)	26.4	28.5	
% Attaining 9-7 in English (Best) and Maths	5%		
% Attaining 9-5 in English (Best) and Maths	15%		
% Attaining 9-4 in English (Best) and Maths	39%		
Progress 8 score average	-0.48	+0.12	
Progress 8 English	-0.39		
Progress 8 Maths	-0.43		
Progress 8 English Bacculaureate Slots	-0.53		
Progress 8 Open Slots	-0.48		
Progress 8 score average for Higher Ability Pupils	-0.78		
Attainment 8 score average	35.87	52	
% Entering the English Bacculaureate	23%		
% Attaining 9-5 in the English Bacculaureate	7.69%		
% Attendance	92.63%		
% Persistently Absent	15.4%		

% Staying in education or entering employment after Key Stage 4		
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3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Pupil premium students on average have lower literacy levels than non-pupil premium students: 38% of current pupil premium Y7 student's reading ages are below expected (below 100 Standardised Age Score).	
B.	Improve outcomes for upper band pupil premium students.	
C.	Improve outcomes for pupil premium students in Bucket 3.	
External barriers		
D.	Pupil premium student's attendance is 92.63% (2016-17) which is below the national target of 95%, 15.4% (2016-17) of PP students are persistently absent (90% or less) which reduces learning time.	
4. Desired outcomes		Success criteria
A.	Increase student's literacy.	<ul style="list-style-type: none"> • Reading ages to be in line with expected for their age (100 Standardised Age Score). • Students show a good understanding of lesson content and key words used which can be seen in exam style answers. Evidence collected from work scrutinies and lesson observations should show high impact marking.
B.	Improved outcomes for upper band pupil premium students.	<ul style="list-style-type: none"> • Students in the upper band improve their attainment in particular in Core. • Student's chances of going to Russell Group Universities improve and being disadvantaged doesn't affect this.
C.	Improve outcomes for pupil premium students in Bucket 3.	<ul style="list-style-type: none"> • All students are on correct pathway to allow greater progress to be made. • Student's enjoyment increases. • Fully establish new BTEC provision.
D.	Increase attendance of pupil premium students.	<ul style="list-style-type: none"> • Attendance is at least above 95%.

5. Planned expenditure**Academic year****2016-17**

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.

i. 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?	Staff lead	When will you review implementation?
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<p>Pupil premium students who joined us with lower than expected reading ages make accelerated progress to be in line with their peers.</p> <p>Improve student's literacy level to allow them to make greater progress and support the new 9-1 exam expectations.</p>	<p>CPD training on accelerated reader and star performance outcome in order that the data collected from this is used more effectively and used to plan next steps for learning.</p> <p>English now have an extra lesson to deliver accelerated reader to ensure consistency and that students are tracked and appropriate intervention put in place.</p> <p>Peer mentoring with Y10 students reading two mornings a week with students from Y8 not meeting required reading standards. (7 pupil premium students involved).</p> <p>INSET staff training on how to support literacy across the curriculum.</p> <p>Reading passports given to Y6's during induction day to hand in after the summer. A minimum of 5 books must be read. Subsequent follow up work in school to be done on this where students will get a second one – this is to ensure students keep reading with their parents in line with primary expectations.</p>	<p>Accelerated reader has shown to improve students reading age and help improve student's confidence when reading.</p> <p>70% of last year's Year 7 students improved their reading age from the start of the year. (139 students in total).</p> <p>There is now a greater emphasis on literacy for all examinations at KS4 as most exam papers have SPAG marks attached to them. Also with the changing 9-1 agenda students have to ensure they can understand and interpret exam questions.</p> <p>Peer mentoring according to EEF research states that this is high impact and low cost.</p>	<p>Ensure that the person responsible is analysing the results and the impact that accelerated reader is having. Ensure this is effectively communicated with the English team.</p> <p>Follow up intervention for some students who require further support.</p>	<p>MNO – literacy lead KSM – Librarian PWA – Link to literacy</p>	<p>All will be reviewed in January 2018.</p>
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<p>More personalised feedback given to students to allow greater progress to be made.</p>	<p>New marking and feedback policy introduced with an emphasis on impact of marking and literacy.</p> <p>CPD training on effective marking and feedback and the impact of student responses to this. (July roll over and emphasis in first 4 week staff meetings in September).</p>	<p>Sutton Trust research says that this is the most effective way of improving student outcomes for pupil premium students.</p> <p>Gives students clear next steps on how to improve work therefore deepening understanding of learning.</p>	<p>Half termly work scrutiny is carried out to ensure all staff follow policy and this has a direct impact on progress. The student response should impact the learning by deepening their understanding.</p> <p>Student voice to see what the most effective feedback is like and share with whole staff.</p>	<p>All subject Coordinators RFI SFO</p>	
<p>Improving the quality of teaching and learning for targeted groups of students (PP, boys, most able).</p>	<p>New approach to delivery of teaching and learning sessions. Every four weeks there will be a new theme. The first session is in the hall with speakers, second is a follow up, and third is collaborative planning time based on theme and the fourth department time based on theme.</p>	<p>Some of the PP money will be invested into longer term teaching and learning training for all staff as quality first teaching has the greatest impact on pupil premium student's progress.</p>	<p>There will be more rigorous QA via learning walks, work scrutiny and lesson observations. After the initial training there will be two follow ups, one of which departments will be working together, the other staff will bring something they have tried to a meeting. Departments will also get the chance every third week to plan as a department integrating things from staff development training. All follow up department work sent to SLT.</p>	<p>SFO to lead on staff training. RFI to lead on QA.</p>	
<p>Students are strategically seated in order for them to make at least 'good' progress.</p>	<p>Class charts – this online system draws all of the information from SIMS including: PP status SEN KS2 data Teacher prediction Targets Gifted and talented</p>	<p>It allows the teacher and teaching assistant to easily recognise and offer support to certain tables.</p> <p>It allows students of different abilities and gender to work with each other and share their skill set.</p> <p>Saves teacher time as all of the data is there to use and can be updated after a data collection.</p>	<p>All team leaders will have access to this so when learning walks and lesson observations take place you can clearly see the different levels in the class and the support the teacher gives to certain tables or students.</p> <p>This will allow work to be better matched to student's needs.</p>	<p>SFO</p>	
Total budgeted cost					<p>£11500</p>

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve outcomes for students in Bucket 3.</p>	<p>Introduction of more BTEC qualifications as options (PE, ICT, Health and Social Care, etc.).</p> <p>Accredited courses such as IAchieve and Level 2 Certificate in IT User Skills in Open Systems and Enterprise available for all PP students who are underachieving.</p>	<p>To improve outcomes for students and to ensure they have a greater opportunity of accessing the course which they want at Post 16.</p> <p>Students based on previous year's data analysis performed better on their BTEC options than their EBACC and GCSE Bucket 3 subjects.</p>	<p>Students will be analysed individually to ensure they are on the correct option choices.</p> <p>Staff training will be given to staff that are going to deliver the new accredited courses. They will do this alongside a newly appointed Coordinator of BTEC's.</p>	<p>RCR JNU – Coordinator of BTECS.</p>	
<p>Improve outcomes for upper band students in maths.</p>	<p>One on one tuition to be used at home from 'My Tutor' which is a company which uses Russell Group University students to provide online tuition. This is to be offered to all higher band PP students and students at grade 5 maths/ English crossover.</p>	<p>Overall impact from national data last year states that on average students make 1.7 grades improvement from October to June.</p>	<p>RFI will have a log in which shows students understanding of topics covered.</p>	<p>RFI/ DDE</p>	

<p>More rapid progress made in EBAC bucket.</p>	<p>Assistant Head appointed with responsibility for pupil premium achievement.</p> <p>Small group interventions carefully selected which will run during lesson times, breakfast clubs and afterschool.</p> <p>Additional teachers in core and an extra form in each year to reduce class sizes.</p> <p>PP students given revision guides and transport paid for (if required) for extra support before and after school.</p>	<p>Develop student's confidence and enjoyment of subject.</p> <p>Focus on certain elements that students struggle with – much more personalised than a classroom environment.</p>	<p>Will hold Subject Coordinators to account during raising achievement meetings and results review meetings.</p> <p>Analyse data to see what impact these sessions are having.</p>	<p>Heads of department RFI to co-ordinate</p>	
<p>All students controlled assessment is at or above their target grade in every subject where this is still an element.</p>	<p>Review meetings (RAP) to take place with all team leaders, an element of this will be focussed on controlled assessment.</p> <p>Intervention to be timetabled starting after October half term.</p>	<p>2016-17 cohorts controlled assessment in some subject areas for some pupil premium students was significantly below their target grade therefore were unable to attain their target grade in that subject. Also we have more BTEC subjects on offer which have a greater emphasis on controlled assessment.</p> <p>More personalised and individual student needs can be met which allows greater progress to be made and some students feel much more confident in a smaller group environment.</p>	<p>Deadlines set for completion of controlled assessment for all subjects.</p> <p>Subject reviews to take place after Christmas of which controlled assessment will be a focus.</p>	<p>PWA RCR RFI SYO</p>	

Improve progress 8 score of students who have a negative (Currently 25 in Y11).	Regular snippets done about this target group of students to ensure staff shares good practice. Top 22 booklet done for all staff with students profile in. This is supported by the students as they have to write how they best learn in lessons and how the teacher can best support them.	Last year 9 out of the 18 students which were predicted to get a negative progress 8 score improved their score in the next round of data collection. Two of these students gained positive progress 8 scores.	Staff will be required during snippets to write down under the students they teach the strategies they have used, further case studies will be produced to support the booklets. PP mentor will speak regular to all of these students to see how they are progressing and what further help they require.	RFI SYO	
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Total budgeted cost £74000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The majority of pupil premium students have above 95% attendance.	Educational Welfare Officer appointed full time – was previously working 2 days a week. Parent Support Office to work with vulnerable students and their family. Daily phone calls home from learning mentors during P2. Whole school rewards system in place to reward good attendance via Class Charts.	We can't improve attainment for students if they are not attending school. The National Foundation for Educational Research (NFER) identifies improving attendance as the biggest factor in improving progress and attainment. The Educational Welfare Officer is able to do home visits and get to know families and their backgrounds and has good connections with other agencies where appropriate.	Daily phone calls from year learning mentors where students are absent. Learning mentors to collect key information from students on issues as to why student's attendance may be low. Improve communication with parents/ guardians to identify barriers to attendance and possible solutions. Look at impact on targeted pupil premium student's attendance.	LHA JRI SYO	

	<p>Fast track attendance system in place where sanctions will be put in place much sooner.</p> <p>PP mentor to work closely with students at risk of becoming PA.</p>		<p>Half termly meetings with staff lead so that we are fully updated as a school.</p> <p>Close monitoring of students on a daily basis by EWO and PP mentor.</p>		
<p>Students gain a qualification which will be useful to them in future life and are more positive about their school experience therefore achieve better.</p>	<p>Alternative provision for some of the most vulnerable students. (Chevin, Fire and Rescue, Wakefield College). Y10 – 6 on Construction Y11 – 4 on Construction, 4 on Fire Fighters but also do Travel and Tourism in school.</p>	<p>Gives students an opportunity to engage in more practical work in order to improve their life chances when applying for further education.</p> <p>All students involved in construction off-site last year gained a Pass Level 2 qualification.</p>	<p>Students carefully selected with parental, head of year and subject leaders support.</p>	JNU	
<p>Increase confidence and opportunities for pupil premium students.</p>	<p>Annual trip to Ogwen Cottage, Wales. (Year 8, 9 and 10 students).</p> <p>Careers advisor to support students in applying and choosing the correct post 16 destination.</p> <p>In school support area for disengaged students and students with behaviour difficulties.</p> <p>CashWise project to run with Y8 students.</p> <p>Raising aspirations PP lead to be advertised to develop this area.</p>	<p>Some pupil premium students often lack in confidence and some will not have the same opportunities as non-pupil premium students to visit different places.</p> <p>Students often lack confidence and ambition.</p> <p>Some students work better without their peers and need constant one to one support.</p>	<p>Regular updates from career advisor on how students are being supported, and looking at NEET figures when published.</p> <p>Half termly updates on attendance and QA of results to see impact that this has on their outcomes and how this impacts other students in group where withdrawn from. More personalised and individual student needs can be met which allows greater progress to be made and some students feel much more confident in a smaller group environment.</p>	<p>RFI to oversee. KAS to oversee careers.</p>	

Total budgeted cost £96000

NOTE: Some money not accounted for in the above, this will be spent as and when required during the year and will be added to the above as a working document.

A. Review of expenditure					
Previous Academic Year		2016-17			
1. Quality of teaching for all					
Desired outcome	Chosen action / approach (RAG rated)	Estimated impact: (Easter review 2017)	Additional Impact – September 2017	Lessons learned	Cost
<p>A higher % of pupil premium students have a reading age of 11+ by the end of Y7/8. Number of students Y7 – 13 Y8 - 13</p>	<p>CPD training on accelerated reader and star performance outcome in order that the data collected from this is used more effectively and used to plan next steps for learning.</p> <p>A long term plan (2017-18) is to timetable with English and English staff delivers this. (26th June).</p> <p>Member of staff appointed to focus on reading with students not meeting minimum expectations.</p> <p>Peer reading group where Y10 students support students who don't improve their reading age after STAR tests. (Summer term).</p>	<p>Plans in place to move accelerated reader into English to allow this to be more structured and consistent.</p> <p>6 Y7 students and 11 Y8 students have improved their reading age based on their first STAR performance test.</p> <p>Questionnaire done with Y9 on their reading habits as a starting point to look at what reading strategies can be rolled over from Y8 to Y9.</p> <p>New library books ordered in order to improve chances of students using library as they are now more up to date.</p> <p>Reading list published which is now on the website as guidance for parents.</p>	<p>Peer mentoring to start after September. All students identified who are taking part and training done with mentors.</p>	<p>Students enjoy accelerated reader and the principle behind this is good, however in order to move this forward this needs to be part of the English department to ensure better tracking and follow up intervention work is done to ensure students who still don't meet the required reading age are further intervened with.</p> <p>Librarian can now focus on more focussed follow up work with KS3 students who don't meet the reading expectations. Librarian can also focus on setting up small literacy projects with underachievers and higher ability, for example peer reading with the least able and story writing for the most able.</p>	<p>£8000</p>

<p>More personalised feedback given to students to allow greater progress to be made.</p>	<p>CPD training on effective marking and feedback and the impact of student responses to this.</p>	<p>RFI/ SFO to conduct work scrutiny and learning walk (Week commencing 05/06/17).</p>	<p>New marking policy introduced at the start of roll over (26th June 2017) which has an emphasis on impact of marking and literacy. QA done on this which shows significant improvements in marking, feedback and students response. Next QA will be carries out week commencing 25th September 2017.</p>	<p>Clear guidance needed for Subject Coordinators on how to carry out effective QA of work scrutiny – the new policy in terms of the frequency of marking in each subject is to be reviewed in January.</p>	<p>No cost</p>
<p>Improved outcomes for middle attaining boys.</p>	<p>Review of curriculum in particular options available to students. Speak to team leaders to see what else they could offer. (26th June – roll over).</p> <p>Alternative provision for some of the most vulnerable students. (Chevin, Fire and Rescue, Wakefield College).</p> <p>Select group of Y11 students enrolled on ECDL course to boost basket 3 scores and to support students College applications.</p>	<p>Curriculum reviewed for current Y10 students and more suitable options for some students in place, such as BTEC courses.</p> <ul style="list-style-type: none"> • 14 students chose BTEC Health and Social Care. • 10 students chose BTEC PE. • 10 students chose BTEC ICT. <p>5 Y10 middle ability boys currently all expected to gain at least a Pass Level by the end of Y11.</p> <p>ECDL middle attaining boys have a predicted progress 8 score of +1.55 (7 students).</p>	<p>All middle attaining boys on the BTEC courses are predicted to get a Pass or a Merit.</p> <p>All except one in current Y11 middle ability boy's cohort (8 students) has already gained a 3+ in English Literature with 3 students achieving a 5. This will allow these students to focus on improving their English Language grade in lessons.</p> <p>Both PP students on Construction gained a Pass Level 2.</p> <p>One student gained a Pass Level 1 in Animal care at Wakefield College.</p> <p>3 students involved in Fire Fighters gained a certificate.</p> <p>After last exam arranged for PP students to do ECDL the week after. This increased the progress 8 score of ECDL to +1.92.</p>	<p>Going to continue to offer offsite provision for select students due to continued success of students but for current Y10 will stop Offering Fire Fighters as not an accredited course.</p> <p>Continued reviewing of curriculum due to changing nature of examinations. Starting to see success from the curriculum changes which have been implemented.</p> <p>ECDL was a success this year and has supported student's college applications. Next year this will not run as this is no longer an accredited course. Looking into courses to replace ECDL.</p>	<p>£23000</p>

<p>Students are strategically seated in order for them to make at least 'good' progress.</p>	<p>Class charts – this online system draws all of the information from SIMS including: PP status SEN KS2 data Teacher prediction Targets Gifted and talented (Fully embedded 26th June – roll over timetable)</p>	<p>Class charts to be fully embedded when roll over timetable starts (26th June). This is also to be used as new whole school reward policy.</p>		<p>After a trial period during roll over (26th June) this will now be fully embedded from September and the expectation is that all staff will use this for all classes.</p> <p>We are also using the rewards and sanctions functions on this as part of the new behaviour policy which is being rolled out across the Academy.</p>	<p>£2000</p>
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B. Review of expenditure

<p>Previous Academic Year</p>			<p>2016-17</p>		
<p>2. Targeted Support</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: (Easter review 2017)</p>	<p>Additional Impact – September 2017</p>	<p>Lessons learned</p>	<p>Cost</p>

<p>Increase rates of progress for middle attaining pupil premium students in English, Humanities, and MFL.</p>	<p>Small group interventions carefully selected which will run during lesson times, breakfast clubs and afterschool. (February half term).</p> <p>Specialist English tutor appointed to take English staff lessons to free them up to work with underachieving Y11 students. (February half term).</p> <p>Top 18 booklets produced and gave to staff. This is a book that will focus on 18 PP students who have a large negative progress 8 score. Students to complete this book themselves so it is more personal for staff. (February half term).</p>	<p>Specialist English teacher appointed working with KS3 groups to free up English staff to focus on Y11. Also used to cover groups for Y10 intervention for English literature exam.</p> <p>Easter school well attended for Y10/11 English and Y11 history.</p> <p>Top 18 Booklet produced for February half term. The impact this has had based on professional predicted grades done at Easter is that 14 out of 18 students have improved their score.</p>	<p>55% of current Y11 students gained a 4+ in their English Literature exam.</p> <p>Based on 'actual grades' 9 out of 18 students improved their progress 8 scores with two students gaining a positive score.</p>	<p>Additional English teacher took some of the workload from English staff so they could focus on Y11 intervention. This worked well so this will continue next year and will be built into PSHE and Core PE time for Y11's.</p> <p>Top 18 booklet was a success in informing staff of how to support students in lessons. This is to continue next year as it is also very cost effective.</p>	<p>£40000</p>
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<p>All students controlled assessment is at or above their target grade in every subject where this is an element.</p>	<p>Review meetings to take place with all team leaders, an element of this will be focussed on controlled assessment. (January 2017).</p> <p>Intervention to be timetabled for two weeks before February half term and two weeks after where underachievement in controlled assessment is a concern. (Timetable planned February to roll out after half term. Will be completed by Easter).</p>	<p>Review meetings taken place and intervention timetabled.</p> <p>Controlled assessment data analysed and discussed with subject co-ordinators. PP Coordinator to support with making sure students get to controlled assessment catch up in order to ensure all students achieve their target grade.</p>		<p>The way in which we organised this last year worked really well and staff were very supportive. 2017-18 this needs to happen much earlier as some students were still short of their target grades due to having to prioritise as they were behind in many subjects. Earlier inputting of controlled assessment grades will help and PP Mentor will have more time to support students in lessons as solely focussing on PP.</p>	<p>£500</p>
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C. Review of expenditure

<p>Previous Academic Year</p>			<p>2016-17</p>		
<p>3. Other Approaches</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: (Easter review 2017)</p>	<p>Additional Impact – September 2017</p>	<p>Lessons learned</p>	<p>Cost</p>

<p>The majority of pupil premium students have above 95% attendance.</p>	<p>Educational Welfare Officer and Parent Support Advisor appointed.</p> <p>Daily phone calls home from learning mentors.</p>	<p>Learning mentors phone all students who are absent in P2.</p> <p>PP Mentor now working much more closely with PP attendance and starting to work with key groups who are in danger of dropping into the PA category. After Easter will be working with 10 students from each year group and meeting them one registration per week and setting up a rewards scheme.</p> <p>Incentive scheme run with Y11 for a 4 week project (Reach for the Summit) with a focus on 100% attendance Impact: 135 students got 100% during this period which is 5 more than previous 4 weeks. 168 students got above 95% which is 27 students more than previous 4 weeks.</p>	<p>PP Mentor worked with students from Y7-10 which were at risk of becoming PA. Overall out of the targeted 36 students, 23 (64%) students improved their attendance with 4 students taking their overall attendance over the 95% mark. None of the students in this group fell into the PA category.</p>	<p>All strategies which attempted to increase attendance had an impact with some students. Next year a more whole school approach is required with better rewards for good attendance but interventions in place where attendance is below 95%. EWO to be appointed on a full time basis from current 2 days a week, this will allow her to work much closer with PA students and their families and get action in place much quicker.</p>	<p>£37000</p>
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<p>Increase confidence and opportunities for pupil premium students.</p>	<p>Annual trip to Ogwen Cottage, Wales. (Year 7-10 students). (March)</p> <p>Staff can bid for money to use on educational visits and promoting pupil premium achievement.</p> <p>Careers advisor to support students in applying and choosing the correct post 16 destination.</p> <p>In school support area for disengaged students and students with behaviour difficulties. (September 2017).</p> <p>CashWise 2 day project (Part funded by WDH) to teach students about finances and choosing the right career path. (28th/ 29th March).</p> <p>Sports Leaders run by Featherstone Rovers over 16 weeks to inspire students into sport and to unearth their leadership potential. (Starts January – July)</p> <p>Summer school for 20 Y6 vulnerable students in order to prepare them for life after Primary.</p>	<p>Ogwen cottage was a huge success. Quotes from students: “It made you think that life is really hard and sometimes you have to get on with it and keep pushing yourself”. (Y9 student)</p> <p>“I used my determination to get me through”. (Y9 student).</p> <p>Parents of students who went to Ogwen invited in on 27th April 2017 to share successes of their children. Also there will be afternoon tea to build relationships with these parents and a session run on growth mind-set. (Governor present).</p> <p>100% of current Y10 PP students have a work experience place (17/07/17).</p> <p>Work going into revamping in school support area – looking into what other qualifications we can offer (IAchieve). CashWise project, 2 day project with 50 Y8 PP students working on careers, money and employment. Students comments: “I now have more confidence in working as a team”. 80% felt confident in understanding the consequences of poor money choices. 90% of students felt they developed team working skills.</p> <p>Sports Leader’s course for 14 Y9 PP students to improve confidence and overall attitude to learning in school.</p>	<p>Level 1 qualification in Sports Leadership gained by 12/14 of students which took part. (The two that didn’t pass the reason was long term absence).</p> <p>Y9 student quote: “Leadership and confidence levels improved from start to finish.”</p> <p>“I enjoyed getting involved and leading others in activities.”</p> <p>Quotes from summer school</p> <p>“I really enjoyed summer school. The things we did were fun and it helped me make friends as I was very nervous about starting.”</p> <p>I thought it was lovely of teachers to give up their time to have us in school. I made new friends and had lots of fun that week. Thank you for inviting me.</p>	<p>Ogwen Cottage was a huge success so will run again – some students dropped out at the last minute so plans in place to ensure this doesn’t happen next year. Parents meeting to also run again where certificates were handed out as parents/carers were very supportive of this.</p> <p>CashWise project to run again as long as this is part subsidised through WDH.</p> <p>Although Sports Leaders was a success this will not run next year due to timetabling constraints as it clashes with option subjects.</p> <p>In school support area revamped and will be used for teaching IAchieve which is an online accredited course.</p>	<p>£39000</p>
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<p>Increased progress made by Pupil Premium students in English, maths and science.</p>	<p>Extra staffing in these subjects so that class sizes are smaller. (Appointed by May half term).</p> <p>Two LSA's appointed to work with pupil premium students who are underachieving.</p> <p>Specialist maths teacher working 2 days a week with underachieving students across KS4. (Appointed September 2016).</p> <p>PET – XI employed for 5 days during Easter to deliver intensive Maths revision to 23 PP students who have current working grade of 3/4 or 5. (Easter holidays).</p> <p>One additional free day before second maths exam for 25 foundation students to attend (07/06/17).</p>	<p>Timetable been put together to follow this model.</p> <p>Maths teacher appointed for two days a week to work with 18 Underachieving students.</p> <p>Impact: 4 students out of this cohort have improved by 1 grade based on their Professional Predicted Grade.</p> <p>Results</p> <p>All 5 higher students performed better on a day 5 exam than a day 1 exam.</p> <p>12 out of 14 foundation students performed better on a day 5 exam than a day 1 exam.</p> <p>Quote "The course has taught me better and easier methods to use in my work so that I can actually understand Maths (Ebony Westwood).</p>	<p>Actual results</p> <p>8 out of the 16 students gained a 4 or better and 4 students gained a 5 or better.</p>	<p>Extra staffing will continue as has worked really well and class sizes have reduced which has had a positive impact on English results despite an overall dip in PP results.</p> <p>Students really enjoyed PET – XI and clearly learnt a lot but as it was in the Easter holidays didn't work as well as expected as some students didn't turn up and others turned up for a few days. Although some of the results were pleasing the overall outcome didn't represent value for money so this won't run again.</p>	<p>£49500</p>
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NOTE

Remaining fund spent on: School equipment, music tuition, revision guides, ingredients and transport. Approx. £18,000

D. Additional detail

Ofsted visit 23-24 May 2017 (Key findings)

Strengths	Areas for Development
<p>The use of funding to support disadvantaged pupils currently in school is having a positive impact on their rates of progress. Leaders are increasingly effective in removing any barriers to learning for these pupils, and their progress is improving across the curriculum.</p> <p>As a result of effective improvement planning programmes put in place for disadvantaged pupils are having a positive impact.</p> <p>Governors – Their leadership in the recent appointment of an assistant head to focus on the progress of disadvantaged pupils is beginning to have a positive impact.</p> <p>The use of assessment information to shape intervention programmes, specifically for disadvantaged pupils, is an emerging strength of the school. This is supporting their improving rates of progress.</p> <p>The progress of current disadvantaged pupils is improving. Recent innovations and programmes that have been put in place to ensure that current Year 11 pupils achieve well have had a positive impact. For example, targeted pupils have improved their rates of attendance since these programmes have been in place.</p>	<p>The gap between the progress of disadvantaged pupils and other pupils nationally was wide.</p> <p>The attendance of disadvantaged pupils is not as strong as it is for other pupils.</p> <p>Some pupils do not take sufficient pride in their work.</p>

