

# **Etonbury Academy Strategy**

## **Barriers to educational achievement faced by disadvantaged students at our school and how we are addressing them:**

The barriers to learning for our students are many and varied and we aim to use the money to remove them.

We believe that the very best way to improve the outcomes for all of our young people is to provide them with outstanding teachers who can help them to excel in their learning and make excellent progress. That is why we spend the vast majority of the grant on staffing.

We also recognise that some students have gaps in their learning due to having attended a number of schools, they may also need additional support to raise their aspirations and achieve the very best that they can. We invest in additional tutors in Maths and English to support in this area, and spend a significant amount of our time and energy ensuring that the quality of teaching is excellent in all areas.

We expect teaching staff to do more for our disadvantaged children so that the gap can be narrowed and so that they can secure as good, if not better outcomes than their peers.

.A small number of students need support overcoming social mobility barriers, and we spend some of our grant supporting with things like uniform, educational visits and providing educational resources, such as books, revision guides and learning materials.

## **Overall Target**

Students in receipt of the Pupil premium will achieve in line with their FFT20 targets, bringing us in line with the top 20% of all schools nationally.

## **How will this all be measured:**

All staff have performance targets as part of their performance managements, and this is a key priority to our school development plans. Therefore, as part of our normal process of self-evaluation, we will evaluate the impact of our work in this area throughout the year. We do this by looking at the outcomes that the children get in their work and assessments. We also observe lessons, look at students' work and speak to students to find out whether the gaps is narrowing and that they are achieving in line with, or better than their peers.

The Pupil Premium plan is formally reviewed every year, the next review date will be September 2019. To review how we spent the money in previous years and what impact it had, you can view the documents below.

## **Planned Usage of Pupil Premium in 2018-19:**

Etonbury Academy is likely to be allocated £152,405 Pupil Premium funding for the academic year 2018/19 in addition to the main school budget. The strategies that will be continued this year are given below:

Item/Project	Expenditure
Councillor	11,000
CPOMS software	1,300
Four new Safeguarding Officers	25,000
Additional Pastoral team member and Youth involvement mentoring	28,000
Careers Information and Guidance	10,000
Attendance Officer	5,000
Staffing of PPB's been created and monitored	5,000
Year 10 and 11 revision guides	800
Sundry items including uniform, cooking ingredients, IT, incentives	5,000
Morning Intervention by Teachers (Eng and Ma)	17,000
Breakfast Club	2,000
Teaching assistants interventions KS2	25,000
KS3 interventions in Maths and English	7,750
1:1 tutor for Maths and English	8,000
1:1 tutor for EHCP/LAC	1,440
MINT Classroom	£1,250
Total Expenditure	152,240
Total Income	152,405
Overspend	0

## **Key priorities and Targeted support for 2018-19**

- To gain a good value added for progress and attainment, and to continue to close the gap using more nuanced analysis of High PA, mid PA and lower PA 2. In addition to the above, analysis of the progress data has initiated additional planning this year. For instance, to address the large gap between Disadvantaged and Non-Disadvantaged students in Year 7 in reading and writing from the SATs results we will introduce additional KS3 catch up classes to close the gap in these areas.
- To close the gap further in Yr11 of 0.59 (last years year 10) additional 1:1 maths and English tutoring and small group tutoring, as well as our new form time intervention for Maths, English and Science. A counselling service will be introduced for our KS4 students as well as a mentoring service for all years.
- In addition, the requirement for staff to be aware of who in their class is PP has been made more explicit with expectations of this. To cultivate staff awareness of PP issues to ensure all teachers have clear and effective strategies of supporting those students. MINT seating planner software, allows this information to be clear, shared and PPB's to be a linked document, along with progress and attainment academically and pastorally. The detailed strategies are then on the Pupil Premium Barriers document individual to each student, where they identify individual teaching strategies they use for their PP students. We will build and maintain relationships with the families of Pupil Premium students. Ensure we offer the best possible support. This includes contacting new Year 5 parents and Pupil Premium students falling below academic targets, this document also contains this additional information collected around the student that the form tutor has gained the students view of their own learning, the parent or carers view, additional barriers to learning and identify any additional intervention or support the student may require.
- Raising aspirations through specific guidance and advising Pupil Premium students on the best available post 16 options, through IAG with tutors, and careers fair.
- Smaller set sizes in core in KS4, particularly in lower sets
- AR study centre manager to focus on KS4 reading levels, alongside Literacy coordinator for the reading programme.
- More safeguarding officers trained to identify need and closer work with families on EHA's to reduce number on CIN and EHA. CPOMs software being implemented to enhance monitoring and tracking of vulnerable PP students.

## **Intervention Strategies**

- Continued use of attendance data to target interventions and develop effective strategies with the Heads of Year team.
- Use of behavioural data to develop and plan personalised learning and provide rapid interventions and guarantees the minimum disruption to learning because of behavioural issues
- Targeted English and maths interventions for students requiring additional support, including small group provision, 1:1 support and specialist tutor groups.

- Support put in place by the SEND team targeting students with learning blocks through bespoke 1:1 or small group provision
- Provision of mentor targeting students requiring individual social, behavioural and academic support.
- Use of termly underachievement sheets in SIMS by all teachers to identify individual strategies to be applied to those students not making expected progress.
- Under Achievement Action plans will be completed by staff after data drops for students not making expected levels of progress.

## **Staff Development:**

- In order to improve the quality of our provision year on year, we aim to continually develop the expertise of our staff so they can better meet the needs of Pupil Premium students.
- Our staff training programme for 2018 -19 will include a focused CPD session on our PP cohort to raise awareness of the students, their needs and successful strategies in Primary and Secondary- CPD led by Geoff Hannan on 'Closing the Gaps' to be delivered in the Autumn Term.
- Monitoring and feedback where appropriate of stage one interventions, individual support and advice, alongside collegiate consultation, among colleagues
- The demands of new exam syllabi - with greater emphasis on written aspects and knowledge retention - are being addressed through continual professional development at individual, departmental and whole school levels.
- MINT Classroom software - highlight PP pupils linking to PPB strategies and relevant document.
- Teaching assistants attend all staff training in Primary to ensure high quality interventions and in class support.
- Safeguarding officers and CPOM training.