

Etonbury Pupil Premium Strategy 2017/2018

Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
29	32	42	29	22	19

	Current Situation	Development	Intended Impact
Pastoral and Attendance	<p>We have a strong and stable pastoral structure where staff remain with the students through years 5 & 6 and then through 7, 8, 9 & 10. Year teams include Student Support Officers who are on hand to deal with any personal issues which might arise.</p> <p>As well as other key outside agencies; the school accesses support from a CAMHS worker once a fortnight to work with pupils. We have access to a school nurse who is available weekly.</p> <p>The school has clear procedures for attendance and punctuality and issues are dealt with quickly. Data on attendance and punctuality is shared, along with expectations, as part of the schools reporting cycle.</p> <p>Fortnightly meetings take place between Vice Principal and Heads of Year to review students and agree actions where necessary.</p> <p>The school has clear guidelines about behaviour and these are reinforced at every level.</p> <p>Expectation, procedures and consequences are shared with both students and parents. One member of SLT has a specific responsibility for monitoring behaviour and exclusions.</p>	<p>The SENDCO's responsible for Pupil Premium will start to have a regular meeting with the attendance officer to discuss PP attendance and focus on persistent (or near persistent) absenteeism – this will be in addition to the existing meetings that the SENDCO has with pastoral teams to discuss year groups more generally.</p> <p>Attendance office to send SENDCO and HoY weekly attendance report of PP students under 95% attendance.</p> <p>HoY to update attendance tracker of evidence of a personalised understanding of reasons behind poor attendance which is being effectively used to generate individualised strategies which include: regular conversations with students; building good relationships with home; ensuring good attendance is acknowledged; targeted strategies as appropriate.</p>	<p>Reduce the gap between Pupil Premium attendance and non-Pupil Premium attendance.</p> <p>Improve overall percentage rates of Pupil Premium attendance.</p> <p>2016-17 PP attendance 94%, non PP 96.2% Persistent absentees- 17.3% non PP 4.5%</p>

<p>Data Collection</p>	<p>Sophisticated data monitoring and tracking systems (appropriate to different key stages) collect both effort, current attainment and where appropriate predicted grades approximately three times a year per year group.</p> <p>Underperformance at all levels and in all subjects is identified through this data so that interventions are timely, targeted and data driven.</p>	<p>Case studies will be produced on critical students, particularly those who have a disproportionately large impact on cohort outcomes, so that we can learn from positives and identify areas of concern.</p> <p>Ensure research groups on SISRA to cover Low/Mid/High PA in all current year groups 7-10</p>	<p>To enable us to determine the impact of different interventions and target students in the future with approaches that are likely to have the biggest impact in supporting their attainment. This should reduce the attainment gap between PP and non- PP students.</p> <p>Early identification of PP underachievement to further reduce the gap and ensure progress of three sub-levels is made. Progress as good or better for low and high PA.</p>
<p>English and Maths</p>	<p>Teaching Assistants are put in place for students that require additional support; there is a priority for this deployment in English and maths.</p> <p>Withdrawal groups operate at KS2 and KS4 in English and Maths for pupils identified as underperforming. These pupils are identified through data, and this model is focuses on improving their core skills in English and Maths.</p>	<p>To support more intense English, English literature and maths GCSEs, curriculum time will be increased for these subjects. KS4 pupils will have 3 option choices and 1 will be additional core if pupils require this option Early identification of weak literacy and numeracy is critical. Regular reporting data will be used throughout the year to monitor and target students.</p> <p>Students use the Accelerated Reader programme to assist with reading progress. It is monitored via the department- it is to be supported with more reading during tutor times.</p>	<p>Improve the attainment in English, English Literature and maths at all levels.</p> <p>Reduce the progress gap between those identified as having weak literacy/numeracy compared to the cohort as a whole.</p> <p>To ensure all students reading age is at the correct age appropriate level. Year 10 to be at appropriate age in order to access GCSE questions. In turn all PP pupils also accessing exam material.</p>
<p>T&L and Staffing</p>	<p>Highly qualified teaching staff are employed across the school, the teaching staff is stable, which minimises the impact of departing staff, with leaving staff often leaving due to promotion opportunities not available at that time in Etonbury.</p> <p>The school has three cover supervisors who are able to provide cover in cases of staff absence minimising disruption. Cover systems are in place to ensure that all relevant information and planning is given to staff where cover is planned and teacher folders are accessible with pupil's relevant information (SEN, PP).</p>	<p>There will be meetings between Heads of Year, Form teachers and members of SLT with targeted pupil premium students. They will focus on their projected outcomes and what interventions may be needed. Reviews will also happen to look at the:</p> <ul style="list-style-type: none"> • Accuracy of prediction • Reflect on outcomes from previous years • Sharing of good practice <p>Departmental meetings will be encouraged to include a standing agenda item to discuss critical Pupil Premium issues such as:</p> <ul style="list-style-type: none"> • Reflecting on data following progress reports • Identifying common issues and/or challenges • Sharing best practice. 	<p>Improve attainment of Pupil Premium students in targeted subject areas.</p>

<p>Support, Guidance and Intervention</p>	<p>Breakfast and afterschool club is provided every day. Parents of Pupil Premium students are offered this at a discounted rate of 50%.</p> <p>Mentoring reading groups work with Year 9 and 10 students to improve overall reading and also give access to additional peer support.</p> <p>Teaching staff and pastoral staff meet and work with targeted pupil premium students to encourage support of extra-curricular clubs and those identified as most vulnerable are provided with additional support.</p> <p>Year 9 students with weak literacy and/or numeracy are identified prior to GCSE options and continue to be identified and monitored throughout. KS4 intervention is in place to support those pupils during and after school to develop these skills and ensure that they do not fall behind.</p> <p>The SEN department offer a wide range of interventions that Pupil premium pupils has access to if required.</p>	<p>Support for homework, if a student misses 3 homework's they must attend homework club every night that week (Mon-Thur).</p>	<p>To support with homework completion and embed study skills, to ensure PP students have the same opportunities as non PP.</p>
<p>Extra-curricular</p>	<p>Students are encouraged to take part in a range of extra-curricular events with the full programme of over 50 clubs and regular activities listed on our clubs list shared with students and published online.</p> <p>All students are encouraged to learn to play musical instruments or, if they do already, to continue with their education. A programme of support is available to all students to facilitate this dependent on their attendance to lessons. This support is expanded for Pupil Premium students to cover all costs provided that the same attendance conditions are met.</p> <p>Discretionary funding is made available to ensure that students are able to access the full range of trips and visits.</p> <p>The school runs the Duke of Edinburgh Award supporting students through Bronze, Silver and Gold levels of the programme.</p>	<p>To continue to support PP with extra-curricular funding.</p>	<p>All students can engage and be part of wider school activities and increasing overall inclusion. Promoting wellbeing and opportunities that they may not have access to outside of school.</p>

	<p>Etonbury aims to be inclusive, supporting Pupil Premium students with registration costs and lending equipment where necessary.</p>		
<p>Home contact</p>	<p>Full written reports are produced once per year and additional progress checks are completed after data drops (3 times per year). From this PP pupils are targeted and meet with their attached Teacher to identify potential areas for intervention and rewards.</p> <p>Parents are provided with a wide variety of literature to help them support, develop and prepare their children. Access to online resources, progress guidance and revision guides.</p> <p>Information is made available on the school website alongside additional support and guidance for both parents and students.</p> <p>Subject Consultation evenings are held annually so that subject teachers and parents are provided with a specific opportunity to communicate. In addition to this, parents have the opportunity to meet their child's form tutor formally. Parents can also contact the school at any point in the year for additional support and information on pupil's progress and wellbeing.</p> <p>Prior to school transfer an extensive handover programme takes place. This involves visits of key staff and the students between schools, timely transfer of relevant data and the provision of an opportunity for parents to meet teachers and pastoral teams.</p> <p>Parents are consulted extensively prior to changes to student's school life to allow us to minimise the impact of changes and ensure parents and students are fully aware of changes and the rationale for them.</p> <p>Where contact reveals that students may struggle to access facilities such as ICT (with PP students this is generally revealed in interviews), students are encouraged to attend homework clubs and access to ICT is prioritised.</p>	<p>A digital booking system is used to allow tracking of consultation evening attendance. In advance of consultation evenings, pupil premium students will be targeted to attempt to ensure attendance.</p>	<p>Improve attendance of pupil premium students and their parents/guardians at consultation evenings and so improve parental engagement.</p>

	<p>There is an additional system allowing the leasing of laptops to any pupils, Pupil Premium students are offered a 50% reduction on the monthly costs. However, this is assessed depending on need.</p>		
<p>Leadership & Management</p>	<p>A Pupil Premium Strategy is created annually.</p> <p>Year 9 & 10 Pupil Premium students will be interviewed with their form tutor during their first term to check if there are any additional areas of support for GCSEs.</p> <p>Year 6 & 10 PP students will be targeted initially to ensure the new systems in place are effective- this will be subject to an ongoing evaluation.</p> <p>Key pupil premium documentation including guidance and strategy documents are shared on the school website.</p>	<p>Nominated members of staff will have meetings with targeted Pupil Premium students and parents on consultation evenings to take a holistic view of the report.</p> <p>To be implemented January 2018 to Year 10 after first data drop of the year.</p>	<p>Identify common issues and barriers to learning in order to tackle these and improve attainment.</p> <p>Students to be more aware of their progress and take ownership for targets, to achieve full potential.</p>

School	Etonbury Academy				
Academic Year	2017/18	Amount we are expecting	£148,000	Date of most recent PP Review	12/17
Total no. pupils	931	Number of pupils eligible for PP	173	Date for next internal review of this strategy	09/18

1. Barriers for future attainment (for pupils eligible for PP)

For a summary of the work being done to tackle the barriers faced by PP students please see the "Development" section of the table above.

2. Desired outcomes

For a summary of the desired outcomes of work being done with PP students please see the "Intended Impact" section of the table above.

3.Planned expenditure

Academic year **2017-2018**

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?
Ensure high standards in English and Maths	Staffing projections shows additional English teachers required to help reduce group sizes in critical PP classes Yr9 and 10.	Maths and English are double weighted at GCSE as core subjects. To ensure all student make appropriate Progress 8 and Attainment 8 from starting points.	Recruitment and timetabling to be managed by Principal. Responsibility for standards within English lies with HoF and is monitored by VP. Responsibility for standards within maths lies with HoD and is monitored by Principal..	Principal VP- T & L Head of Maths and English	Sept 2018 - classes in place Autumn 2018 - data drop to analyse progress linked to reduced class sizes.
	Introduce intervention at KS2 and KS4 to help close the progress gap with targeted PP pupils.	New English, English literature and maths courses have increased guided learning hours, to reflect this curriculum time will be provided to these subjects.	Recruitment and timetabling to be managed by Principal Responsibility for standards within English lies with HoD and is monitored by VP. Responsibility for standards within maths lies with HoD and is monitored by Principal		Sept 2018

Improve PP attendance and so progress	Vice Principal and SENDCO to monitor attendance data and work with HOY/FT and student support to identify persistent absentees.	Improved attendance leads to improved outcomes. The Attendance officer is primarily placed to intervene in attendance, she will liaise with student services teams and with the FT/HOY as stage 1 intervention this will add a PP focus beyond year teams.	SENDCO responsible for Pupil Premium will implement this plan – meetings will be regular.	VP (CRE)	Sept 2018
Improve PP attendance and reduce proportion of time PP students are in isolation/exclusion for behaviour.	VP has fortnightly meetings with HoY to discuss focus of pastoral resources.	VP has overview of whole school picture and is able to direct year teams to focus on PP as well as directing strategies that work across year groups – in particular in relation to PP attendance and behavioural support.	VP ensure actions from meeting are completed.	VP (CRE)	Sept 2018
Total budgeted cost £95,000					

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?
Improve Reading ages across all key stages for PP pupils.	Recent data has shown reductions in reading ages. Intervention has begun with pupils through groups reading, mentoring scheme using older pupils and TA support 1:1. Next steps include additional form time reading and increased use of reader pens where appropriate.	Recent data has shown an issue with reading age. Historically improvement has been shown with the Accelerated Reader programme.	HoF English and SLT Link TSQ to target students for intervention using data.	HoF (English) and English SLT Link.	Sept 2018

<p>Maintain KS2 SATS results to be higher than national average. Improve progress from their starting points.</p>	<p>Intervention groups running in Year 6 01/18-05/18.</p>	<p>Reducing the gap further is the goal.</p> <table border="1" data-bbox="801 156 1104 555"> <thead> <tr> <th></th> <th>16</th> <th>17</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td></td> <td>Ach</td> <td>Target</td> <td></td> </tr> <tr> <td>R</td> <td>39 -30</td> <td>62 -5</td> <td>60</td> </tr> <tr> <td>W</td> <td>57 -22</td> <td>87 +18</td> <td>65</td> </tr> <tr> <td>M</td> <td>39 -36</td> <td>69 -3</td> <td>63</td> </tr> </tbody> </table>		16	17	Nat		Ach	Target		R	39 -30	62 -5	60	W	57 -22	87 +18	65	M	39 -36	69 -3	63	<p>KS2 SENDCO to provide TAs for additional support and intervention. Systems manager to provide staff - specialist staff will be made available where possible.</p>	<p>TMC</p>	<p>Sept 2018</p>
	16	17	Nat																						
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<p>Improve PP attendance and so progress</p>	<p>VP to have regular meetings with HoY and refer to EWO to discuss PP attendance and focus on persistent (or near persistent) absenteeism.</p>	<p>Improved attendance leads to improved outcomes. SAO is primarily placed to intervene in attendance; this will add a PP focus beyond year teams.</p>	<p>VP and SENDCO responsible for Pupil premium will implement this plan – meetings will be regular.</p>	<p>CRE</p>	<p>Sept 2018</p>																				
<p>Improve PP attendance and reduce proportion of time PP students are in isolation/exclusion for behaviour</p>	<p>VP has fortnightly meetings with HOY to discuss focus of pastoral resources.</p>	<p>VP has an overview of whole school picture and is able to direct year teams to focus on PP as well as directing strategies that work across year groups – in particular in relation to PP attendance and behavioural support.</p>	<p>Attendance is discussed at every HOY line management meeting. Attendance more prominently displayed and promoted. Rewards used also.</p>	<p>CRE</p>	<p>Sept 2018</p>																				
<p>Total budgeted cost £35,000</p>																									

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?
Improve access to study materials, study space and digital resources.	<p>Expand the after school study club, recruiting more mentors and promote so more students are able to access this provision.</p> <p>Promote leasing of chromebooks with discount applied for PP students.</p>	PP students can struggle for appropriate working space, support and resources to study and complete homework.	<p>School librarian to manage on a day to day basis. Registers kept and reviewed by Senior Link.</p> <p>Attending students' opinion will be collected to reflect on effectiveness.</p> <p>Tech team to ensure that all students have access to additional resources on chromebooks to support study.</p>	SENDCO.	Sept 2018.
Increase parental engagement with student education and school life.	Digital booking systems used in parents' evenings allowing PP bookings to be tracked. Targeted students to have additional parents' evening appointment with nominated staff to enable a holistic view of report.	Parents are a vital part of ensuring student progress. It is vital PP students' parents attend, the best way to support this is to know if they have booked in advance of the evening. FT and HOY to contact to encourage attendance if no appointment made.	<p>Monitor PP parents' evening attendance and record contact made and attempted on SIMS.</p> <p>Use outcomes of holistic meetings to drive future interventions.</p>	VP and SENDCO	Sept 2018
Increase progress and attainment of PP students in targeted subject areas.	Hold meetings between teaching staff (FT) of targeted PP students based on predicted outcomes in an effort to improve progress and attainment.	There are some subjects where progress of PP students does not match their peers- this is the first step in tackling this. HOD to implement targeted intervention in their subject areas to close the gap.	SENDCO and AP responsible for data will meet to	SENDCO & AP for DATA (RAB)	Sept 2018
Total budgeted cost £18,000					