

Alde Valley Academy Pupil Premium Strategy 2017-18

The Government provides schools and academies with a ‘pupil premium’ which is additional to main school funding. This funding is provided to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools and academies are held accountable for the spending of these monies; performance tables will capture the progress and achievement of disadvantaged students covered by the Pupil Premium.

At Alde Valley Academy, we are committed to meeting the pastoral, social and academic needs of all students within a caring environment. As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need. Our core principles emphasise that there should be no underperforming groups of students and we want all students to make at least good progress.

This document will be reviewed on a termly basis.

1. Summary information					
School	Alde Valley Academy				
Academic Year	2017/18	Total PP budget	£111,650	Date of most recent PP Review	05/09/17
Total number of pupils	369	Number of pupils eligible for PP	110	Date of next internal review of this strategy	January 2018
Number of PP (FSM) pupils	110	Number of PP+ (CIC or have been adopted or special guardianship)	4	Number of service children eligible for PP	3
Previous Academic Year	2016/17	Number of pupils eligible for PP	122		
Number of PP (FSM) pupils	56	Number of PP+ (CIC or have been adopted or special guardianship)	6	Number of service children eligible for PP	2

2. Attainment					National (Non PP) 2016/17
Whole School	2015-16		2016-17		
% achieving 9-4 in English & Maths	PP	53%	PP	55%	
	Non PP	66%	Non PP	63%	
% achieving 9-4 in English	PP	60%	PP	68%	
	Non PP	73%	Non PP	79%	
% achieving 9-4 in Maths	PP	67%	PP	64%	
	Non PP	73%	Non PP	70%	
Progress 8 score average	PP	-0.29	PP	+0.06	
	Non PP	+0.15	Non PP	+0.58	
Attainment 8 score average	PP	42.6	PP	42.6	
	Non PP	47.2	Non PP	46.1	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills) – insert as required.</i>	
A.	Need to establish a culture of high expectations and aspiration amongst the school and local community
B.	Develop and ethos of quality first teaching
C.	Low prior attainment in Maths and English
External barriers <i>(issues which also require action outside school, such as low attendance rates) – insert as required.</i>	
D.	Poor home leaning environment (lack of structure)
E.	Lack of access to technology
F.	Poor lifestyle choices leading to students’ being ill prepared for school e.g. tiredness

4. Planned expenditure:								
Academic year	2017/18							
Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	What is the evidence and rationale for this choice? Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the EEF Teaching & Learning Toolkit the NfER report on supporting the attainment of disadvantaged pupils.	Sutton Trust Evidence Strength V Impact Teaching and Learning Toolkit	
(IN ORDER OF PRIORITY)							Evidence Strength (1-5)*	Impact (Months)
Assistance in outside of class by Progress and Engagement Guides and tutors	£2,000	Continued	To provide appropriate and targeted support to pupils to ensure that they reach age related expectations and end of key stage targets. <i>Spring & Summer Terms</i>	To increase the number of pupils working at age related expectations and ensuring all pupils make the required progress	Assessment through Data Drop. Children discussed with SENDCo as needed. Assessment ongoing throughout programme. Discussions with class teachers.	Regular sessions (1-2hours 2/2 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial	Collaborative Learning 4	+5
Providing Breakfast Club to ensure that pupils' lifestyles do	£1,500	Continued	All PP students invited to attend breakfast club where small group	PP students' attendance and punctuality improves as well as providing a	Monitored through PEGs following short regular intervention	Students' attendance and punctuality is improve. Students receive a decent breakfast and	Collaborative Learning 4	+5

not impinge on attainment, this includes PP & SEN students.			intervention will improve basic skills <i>Spring & Summer Terms</i>	structured start to the day	sessions	also receive Literacy and Numeracy intervention.		
Interventions to improve achievement in English and Maths	£28,000	Continued	Lead Practitioners to develop action plans for every PP student identifying weaknesses. Programme of 1to1, small group tuition afterschool, during holidays and Saturdays <i>Throughout Academic Year</i>	All PP pupils to achieve their target grades in English and Maths. Gap between progress and attainment of PP and non PP students decreases	Monitored by tutor and SLT through regular data drop assessments	Supported by DDT methodology adopted through PiXL to ensure maximum progress and attainment for all pupils	Collaborative Learning	
							4	+5
Intervention to improve achievement in Maths	£1,800	Continued	Small group tuition during term time. <i>Throughout Academic Year</i>	Reduce class sizes allowing pupils to have specific tuition to enable them to achieve their target grades in Maths. Gap between progress and attainment of PP and non PP students decreases	Monitored by tutor and SLT through regular data drop assessments	Strategies to improve pupil outcomes in Maths include reducing class sizes and targeting student weaknesses through assessment analysis	Reducing Class Size	
							3	+3
Providing support for student well-being.	£16,000	Continued	Counselling sessions for those students requiring it. Careers advice and guidance. Employment of Learning Support Managers for each Key Stage.	Pupils overcome the In-school and external barriers to future attainment	Monitored through the LSM's and form tutors		Social and Emotional Learning	
							4	+3

			<i>Throughout Academic Year</i>					
Student mentoring	£16,000	Continued	Employment of Learning Support Managers to work with and mentor students. <i>Throughout Academic Year</i>	PP students are able to access the whole curriculum and feel involved in all aspects of the school community.	Monitored by SLT through student assessments and progress data.	Students eligible for pupil premium funding are proven to need support in organising homework, school work and revision	Mentoring	
							3	+1
Provision of digital resources to students.	£3,000	Continued	Provide laptops and other digital equipment to students in years 10 & 11	Pupils are able to complete homework and access materials outside of the school environment. Work will be completed on time and parents are able to play a role in this.	Monitored by form tutors & SLT through progress data	A number of school resources are available on apps and digital equipment.	Digital Technology	
							4	+4
Music tuition	£5,000	Continued	Music tuition available for students in all year groups – external tutor provision <i>Throughout Academic Year</i>	Pupils are able to access the whole curriculum and feel involved in all aspects of the school community.	Monitored through tutors and Head of Music	Students with an interest or actually studying GCSE Music needs to be able to play a Musical instrument to a high level. Paying for a musical instrument and lessons is often not possible for these students.	One to One Tuition	
							4	+5
Outdoor adventure activities	£1000	Continued	Pupils in year 11	Pupils are able to take part in additional curricular activities which will improve their outcomes.	Monitored by Head of PE, showing progress in the subject through assessments		Outdoor Adventure Learning	
							3	12

<p>Providing material resources to ensure students are able to access all aspects of the curriculum.</p>	<p>£10,000</p>	<p>Continued</p>	<p>Making homework club, after school activities and educational trips etc. accessible for PP students. Material resources such as uniform and curriculum materials are provided</p> <p><i>Throughout Academic Year</i></p>	<p>PP students are able to access the whole curriculum and feel involved in all aspects of the school community.</p>	<p>Overseen by LSM's and SLT. Improved appearance - all students are following the dress code. Students attend educational trips. Improvement in performance, confidence and self esteem.</p>	<p>Students need to be able to attend school following the schools dress code.</p>	<table border="1"> <tr> <td colspan="2" style="background-color: #e0f0e0;"></td> </tr> <tr> <td style="background-color: #c0d0c0; text-align: center;">3</td> <td style="background-color: #c0d0c0; text-align: center;">12</td> </tr> </table>				3	12
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Total allocated spend (September 2017) : £83,300

Total Grant £102,850

Full allocation has not been made at the start of the academic year to account for any changes in the requirements of the students throughout the year. Spend and impact is monitored on a termly basis.

* Evidence Strength taken from Research by Sutton Trust and EEF – the higher the score the greater the evidence strength around the impact of the particular intervention.