



Alde Valley Academy Pupil Premium Strategy 2018-19

Pupil Premium Funding Allocation 2018-19

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.

How is the impact monitored?

The monitoring and evaluation of the progress of all children is robust and is conducted in the following ways:

- Through regular pupil progress meetings where any child who is not on track or who is in danger of being left behind is identified.
- Weekly attendance data is scrutinised to identify if any pupil at risk of falling in to persistent absence (PA)
- Assessment points which enable the academic progress of children throughout the school to be identified.

In the approaches above, pupils eligible for pupil premium funding are monitored and supported through the range of resources the school has to offer. We compare the learning and achievement of children who are entitled to pupil premium with those children who are not entitled. This provides statistical outcomes from which areas of strength and further development of children eligible for Pupil Premium and the Pupil Premium Charter can be identified.

This document is reviewed on a termly basis.

Term one review date	Start date due to change of Trust – 1 st March 2019	
Term two review date		
Term three review date		
Number of Pupil and Pupil Premium Grant Received	2018-19	2017-18
Total number of pupils	398	369
Total number of Disadvantaged pupils	139	110
CiC or Post-CiC £2,500 per pupil	6	4
Ever 6 FSM £1,320 per Primary pupil £935 per Secondary Pupil		
Total amount of Disadvantaged Pupil Premium (LAC, post-LAC and Ever 6 FSM)		
Total amount of Service Pupil Premium (£300 per Ever 6 Service pupil)		

Details of the Main Barriers to Educational Achievement faced by the Disadvantaged children in this school:

- Low aspiration
- Lack of role models taking on further education
- Poor home learning environment
- Poor engagement from parents
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PUPIL PREMIUM					EEF Strand (Toolkit)		
					Cost (£££££)	Evidence Strength (#####)	Impact (Months)
How the money will be spent to overcome barriers to achievement	Cost (£)	Intended Outcomes	Monitoring and Accountability	Evaluation of Impact			
Assistance in outside of class learning by use of PEG's and tutors.		To increase number of students working at age related expectations and ensuring all students make the required progress	Assessment through Data Drop data by NKE and SENDCO as necessary. Assessment ongoing throughout programme.	Discussions with classroom teachers around ability to access work. Pupil perception	Collaborative learning		
					£2,000	4	+ 5 Months
Interventions to improve progress in English by small group tuition during registration or lesson time		All PP students to achieve their target grades in English and Maths. Gap between PP and non-PP	Assessment through Data Drop data by NKE and SENDCO as necessary.	Diagnosis, Therapy, Testing (DTT) method to ensure weaknesses are addressed	Reduced class sizes		
					£1,000	4	+ 5 Months
Additional Maths set in year 11 to support low prior attainment PP students (Check make up of group)		All PP students to achieve their target grades in Maths GCSE examinations. Gap between PP and non-PP	Assessment through Data Drop data by NKE and SENDCO as necessary.	Diagnosis, Therapy, Testing (DTT) method to ensure weaknesses are addressed	Reduced class sizes		
					£10000	3	3+ Months

Employment of Learning Support Managers at each key stage to ensure PP students are supported effectively both academically and pastorally.		Students overcome in-school and external barriers to learning.	PEP's are completed with academic targets to ensure interventions have an outcome.	Staff feedback, parent/carer feedback and student perception	Social and Emotional Learning		
					£16000	4	3+ Months
Music tuition available for all PP students – external tutor provision		Students are able to access the whole curriculum and feel involved in all aspects of school life.	Monitored through tutors and Head of Music/PAC	Uptake of Music at GCSE level and outcomes	One to One tuition		
					£5,000	4	5+ Months
Subsidise school trips (including PE practicals) and holidays		Students are able to access the whole curriculum and feel involved in all aspects of school life.	Monitored by Head of Faculty and LSM's		Outdoor Adventure Learning		
					£5,000	3	12+ Months
Provide material resources and support to enable students to access all areas of the curriculum, including supported Homework club, and after school activities		Students feel supported and confident in school and are able to reach the high expectations demanded of them in terms of appearance and independent study	Monitor by PEGs and teaching staff				
					£10000	3	12+ Months
Provide uniform support to enable pupils to adhere to the school policies.		Students feel supported and confident in school and are able to reach the high expectations	Monitor by Form Tutors, Teachers and LSMs		£4000	3	12+ Months

Total allocated spend (April 2019)	£53,000	Total Grant £53,000
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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.