



## *Alde Valley Academy* Pupil Premium Strategy 2016-17

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					
<b>School</b>	Alde Valley Academy				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£91,630	<b>Date of most recent PP Review</b>	05/09/16
<b>Total number of pupils</b>	476	<b>Number of pupils eligible for PP</b>	122	<b>Date of next internal review of this strategy</b>	16/12/16
<b>Number of PP (FSM) pupils</b>	56	<b>Number of PP+ (CIC or have been adopted or special guardianship)</b>	6	<b>Number of service children eligible for PP</b>	2
Previous Academic Year	2015/16	Number of pupils eligible for PP	108 [22.5%]		
Number of PP (FSM) pupils	72	Number of PP+ (CIC or have been adopted or special guardianship)		Number of service children eligible for PP	

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

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills) – insert as required.</i>	
<b>A.</b>	Low student and parental aspirations
<b>B.</b>	Parental reluctance to engage with the school (low attendance at parents evenings etc)
<b>C.</b>	Low prior attainment in Maths and English
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates) – insert as required.</i>	
<b>D.</b>	Poor home leaning environment (lack of structure)
<b>E.</b>	Lack of access to technology
<b>F.</b>	Poor lifestyle choices leading to students' being ill prepared for school e.g. tiredness

4. Planned expenditure:									
Academic year	2016/17								
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 <a href="#">Nfer report</a> on supporting the attainment of disadvantaged pupils.	Sutton Trust Evidence Strength V Impact <a href="#">Teaching and Learning Toolkit</a>		
<b>(IN ORDER OF PRIORITY)</b>							Evidence Strength (1-5)*	Impact (Months)	
Assistance in outside of class by Progress and Engagement Guides and tutors	£1,500	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 &amp; 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	<b>Collaborative Learning</b>	<b>4</b>	<b>+5</b>

Providing Breakfast Club to ensure that pupils' lifestyles do not impinge on attainment, this includes PP & SEN students.	£1,500	New	All PP students invited to attend breakfast club where small group intervention will improve basic skills  <i>Spring &amp; Summer Terms</i>	PP students' attendance and punctuality improves as well as providing a structured start to the day	Monitored through PEGs following short regular intervention sessions	Students' attendance and punctuality is improve. Students receive a decent breakfast and also receive Literacy and Numeracy intervention.	<b>Collaborative Learning</b>	
							4	+5
Interventions to improve achievement in English and Maths	£26,000	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	<b>Collaborative Learning</b>	
							4	+5
Intervention to improve achievement in Maths	£1,500	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	<b>Reducing Class Size</b>	
							3	+3
Providing support for student well-being.	£15,560	Continued	Counselling sessions for those students requiring it. Careers advice and guidance. Employment of	Pupils overcome the In-school and external barriers to future attainment	Monitored by		<b>Social and Emotional Learning</b>	
							4	+3

			Learning Support Managers for each Key Stage.  <i>Throughout Academic Year</i>					
Student mentoring	£15,000	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.		Students eligible for pupil premium funding are proven to need support in organising homework, school work and revision	<b>Mentoring</b>	
							<b>3</b>	<b>+1</b>
Provision of digital resources to students.	£2,700	New	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.		A number of school resources are available on apps and digital equipment.	<b>Digital Technology</b>	
							<b>4</b>	<b>+4</b>
One to one music tuition	£5,000	New	Music tuition for all year groups  <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.	<b>One to One Tuition</b>	
							<b>4</b>	<b>+5</b>
Outdoor adventure activities	£300	New	Pupils in year 11	Pupils are able to take part in additional curricular activities which will improve their outcomes.			<b>Outdoor Adventure Learning</b>	
							<b>3</b>	<b>12</b>

Providing material resources to ensure students are able to access all aspects of the curriculum.	£10,000	Continued	Making homework club, after school activities and educational trips etc. accessible for PP students. Material resources such as uniform and curriculum materials are provided  <i>Throughout Academic Year</i>	PP students are able to access the whole curriculum and feel involved in all aspects of the school community.		Students need to be able to attend school following the schools dress code.		3	12
Providing alternative provision for 1 student who is unable to access normal provision	£2,970	New	Provision of external education for 1 student who has found mainstream school challenging  <i>Throughout Academic Year</i>	The students are able to learn in an environment that suits their individual needs and attain in core subjects.	Monitored through student intervention and home visits	Necessity	<b>Individualised Instruction</b>	3	2+
Providing alternative provision for 2 students who are unable to access normal provision.	£8000	New	Provision of alternative education for 2 students in Yr 11 from <i>October '16 to June '17.</i>	The students are able to learn in an environment that suits their individual needs and attain in core subjects.	Monitored through Student Intervention and external provider reporting.	Necessity	<b>Individualised Instruction</b>	3	2+
Providing alternative provision for 1 student on a term by term basis, who is unable to access normal provision	£1,600 – (2 terms)	New	Provision of alternative education for 1 student for the <i>Spring and Summer terms.</i> Assessment to be carried out during the summer term for continued provision in 2017/18.	The student is able to learn in an environment that suits their individual needs.	Monitored through student intervention and home visits.	Necessity	<b>Individualised Instruction</b>	3	2+

\* 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.