

# Pupil Premium Strategy Statement (Secondary) – September 2017-2018

1. Summary information					
<b>School</b>	<b>Wayland Academy</b>				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	159,000 approx	<b>Date of most recent PP Review</b>	Jun 2017
<b>Total number of pupils</b>	555	<b>Number of pupils eligible for PP</b>	152	<b>Date for next internal review of this strategy</b>	March 2018

2. Current attainment		
	Pupils eligible for PP (your school) (2015/16 results)	Pupils not eligible for PP (national average)
<b>% achieving 9-4 incl. English and Maths</b>	<b>47% (43%A*-C)</b>	63%
<b>% achieving 9-4 English</b>	<b>56% (46% A*-C)</b>	72%
<b>% achieving 9-4 Maths</b>	<b>63% (62% A*-C)</b>	69%
<b>Progress 8 score average</b>	<b>-0.68</b>	-0.29
<b>Attainment 8 score average</b>	<b>33.8</b>	40.16

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Poor time management and organisation impacts on large amounts of controlled assessment and BTEC courses which is evident in open bucket subjects.
<b>B.</b>	Reading ages of students eligible for PP funding entering Year 7 are on average lower than their chronological age, this prevents sustained progress.
<b>C.</b>	Inadequate behaviour impacts negatively on learning. These behaviours are more evident in PP students eligible for PP funding
<b>D.</b>	Students eligible for PP funding demonstrate missed opportunities for intervention which negatively impacts on their progress
<b>E.</b>	Even though in 2016-17 47% of students achieved English and Maths which is an increase from 2015-16, more students eligible for PP funding still need to achieve both English and Maths at a 9-4 grade and 9-5 grade
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Attendance rates for students eligible for PP funding is on average lower than students nationally
<b>G.</b>	The risk of social exclusion for students eligible for PP is higher than non-PP students' due to financial hardship
<b>H.</b>	The social and emotional wellbeing of students can impact student progress

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
<b>A.</b>	Students in their open bucket subjects will achieve their expected progress. Based on subjects that qualify for the open bucket.	<ul style="list-style-type: none"> <li>Students eligible for PP funding will achieve their target grade for subjects that qualify for open bucket</li> <li>There will be an improvement in progress from 2016-17 to 2017-18 in subjects that qualify for the open bucket.</li> </ul>
<b>B.</b>	Accelerated progress in reading ages for students eligible for PP funding to be in line with their chronological age	<ul style="list-style-type: none"> <li>Students eligible for PP should improve at or above their chronological age by the end of the 2017-18 academic year.</li> </ul>
<b>C.</b>	Teaching environment has a reduced amount of disruption that impacts on learning	<ul style="list-style-type: none"> <li>An increase in positive rewards attained by PP students</li> <li>Reduction in sanctions obtained by a student eligible for PP funding across the board compared to 2016-17</li> </ul>
<b>D.</b>	Students eligible for PP funding will access all interventions. Resulting in attainment improving and thus narrowing the gap or results between PP and all students nationally.	<ul style="list-style-type: none"> <li>100% attendance at interventions</li> <li>Ensuring that students eligible for PP funding are included in all intervention that is needed for them to improve. 100% of students in Y10 and 11 eligible got PP funding will receive interventions. Intervention will be prioritised on need.</li> </ul>
<b>E.</b>	All Students eligible for PP funding can achieve E&M 9-4	<ul style="list-style-type: none"> <li>Students eligible for PP funding will have closed the gap to national</li> <li>All students eligible for PP funding will make accelerated progress. Students eligible for PP funding in Y11 will have closed the progress gap based on starting points. Evidence includes Accelerated Reader STAR tests in July 2018</li> </ul>
<b>F.</b>	Attendance rates for PP funded students in all year groups will be in line or above the national requirement.	<ul style="list-style-type: none"> <li>Reduce the number of Persistent absentees among students eligible for PP funding.</li> <li>Overall attendance among students eligible for the PP funding improves to above the national average.</li> </ul>
<b>G.</b>	Risk of social exclusion – all students can access the full-curriculum and access educational visits and trips.	<ul style="list-style-type: none"> <li>Number of students being sanctioned due to lack of uniform is significantly reduced</li> <li>Increased number of students participating in educational visits/trips.</li> <li>More students will opt to take a GCSE DT or PE option and be able to participate in practical lessons with all equipment available to them, such as chef whites and ingredients when cooking.</li> </ul>
<b>H.</b>	Students receive advice and support regarding their social and emotional wellbeing to ensure progress is made.	<ul style="list-style-type: none"> <li>Progress is made for students who are identified as requiring social and emotional intervention.</li> </ul>

5. Planned expenditure					
Academic year					
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?
Accelerated progress in reading ages for students eligible for PP funding to be in line their chronological age.	<b>Accelerated Reader</b> – KS3 daily reading programme plus a range of texts.  <b>2% off PP funding</b>	The Education Endowment Fund (2015) researched the effectiveness of Accelerated Reader and found that higher rates of reading progress was obtained from students on the programme compared to a control group.  Tracking data showed that in November 2016 nearly 76% of students tested had a reading age below their chronological age and required further intervention. However, since we have used accelerated reader, there has been a vast increase in reading ages, although there is still a gap between students eligible for PP funding and their chronological age.	Intervention Coordinator will monitor Accelerated Reader daily, conduct and analyse termly STAR reading tests.	Dean Rosembert	Termly data collections reported to SLT (December 2017, March 2018 and July 2018)
Teaching environment has a reduced amount of disruption that impacts on learning	<b>ClassCharts</b> – behaviour management and seating chart software  <b>1% off PP funding</b>	Winners of the Bett Award 2017, ClassCharts is a well renowned programme that allows teaching staff to seat students in a position which will give the best possible outcome. Using artificial intelligence, the software analyses previous behaviour sanctions to advise teaching staff on relationships that may not work sitting together. The software also highlights students' special educational needs, reading ages, PP status and first language, allowing effective differentiation. This software will improve home communication. Parents continually check on their child's behaviour.	Behaviour reports Instant behaviour data Automated sanctions Principal report to governors	D Mckie (Inclusion Manager)	Half termly review discussed at SLT, Adjustments and new initiatives are launched following SLT agreement.

Students eligible for PP funding will access all interventions so results in assessments improve and thus narrowing the gap of results between PP and all students nationally	<b>Provision mapping/classcharts/ bespoke intervention classess</b>	Provision maps enable schools to look strategically at the needs of their pupils, including those in vulnerable groups, to clearly identify pupils' strengths and needs. Provision can then be planned to meet those needs and track pupil progress so as to improve learning outcomes.  Auditing how effectively provision (resources, intervention skills) matches need, highlighting gaps in provision, planning necessary developments to meet students' needs, recording changes in provision	Behaviour reports Spot checks on PP students Learning Walk feedback Feedback from parents	D Mckie (Inclusion Manager)	Termly review discussed in WLT
All Students eligible for PP funding can achieve grades 9-4 and 9-5 in English and Maths	<b>PiXL Curve</b> – To use the diagnosis of weaknesses in the PPE to reshape teaching and deliver therapy. <b>2% of PP funding</b>	The academy completed GCSE English exams based on the new specification. PiXL marked the scripts for all schools who took part in the PiXL Curve and one of the outcomes was an individual diagnosis for each student. The English faculty have had an extensive CPD sessions on the misconceptions and barriers this cohort had with a view to removing them during the next two terms.	Posters on how to tackle the exam have been placed in each English class room which can be referred to in practice sessions.  Lessons observations  Monitoring of student's progress each half term from practice papers	D Sutton (English) B Payne (Maths) G Clipsham (Science) J Cardus (Humanities)	November 2016 March 2017 EN and MA lead feedback to set trends and common misconceptions.
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Students in their open bucket subjects will achieve their expected progress. Based on subjects that qualify for the open bucket.	<b>Tutor time intervention</b> - other initiatives such as Passport to Prom <b>18% of PP funding</b>	The Education Endowment Fund (2015) suggests that small group interventions have evidence for high impact with students of all ages.  Our data shows students eligible for PP funding are at risk of not achieving their Target grades in subjects that qualify for open bucket.	Sum2 data will displayed as a starting point. Half termly data will be collated term with Y11s, and each term with the rest of the school to demonstrate progress of these intervention sessions	Dean Rosembert  G.Clipsham (HOF Science) B Payne (HOF Maths) D Sutton (HOF English)	Following data collections, students will be interventions will be reviewed and students may continue

<p>Accelerated progress in reading ages for students eligible for PP funding to be in line with their chronological age.</p>	<p><b>Wayland Academy Reading Programme (WARP)</b> - Peer to peer and small group work with students who are shown to require reading intervention according to STAR testing and feedback. <b>2% of PP funding</b></p>	<p>The largest ever trial of peer tutoring conducted by Durham University in 2011 state that “The boost to school pupils’ attainment provided by peer tutoring was equivalent to about 3 months’ progress in maths and reading.”</p> <p>Data tracking from STAR reading tests in September 2016 showed that 58% of year 7 are reading more than 1 year below their chronological age and require further intervention than is provided by Accelerated Reader. Y7 students take part in baseline tests to check their reading age.</p>	<p>Progress measured at start and end of intervention. Learning walks to observe and evaluate quality of intervention.</p>	<p>A Barnett (Librarian)</p>	<p>Termly</p>
<p>Teaching environment has a reduced amount of disruption that impacts on learning</p>	<p><b>PASS</b> - (pupil attitudes to self and school) survey and specific intervention ideas to improve the 9 factor areas, such as perceptions of school, attitude toward attendance and learner self-worth. <b>1% of PP funding</b></p>	<p>A DfE Research Report (The impact of Behaviour and Wellbeing on Educational Outcomes) suggests that children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school. The PASS survey is a short self-evaluation survey that helps schools gain insight into attitudes that could hinder achievement, detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation. Recent school surveys indicate students eligible for PP on average have a slightly lower attitude to learning score than their peers.</p>	<p>PASS surveys completed once a year during afternoon registration as part of the Academy pastoral programme. Results analysed by Senior Leadership Team member and intervention identified and arranged.</p> <p>Behaviour reports Subject progress reports</p>	<p>D Rosebert (Deputy Principal)</p>	<p>Annual tests for all students launched May 2017. Set planned interventions based on outcomes.</p> <p>Sanction issued and the quality of work produced by students in cover lessons is monitored daily</p>
<p>All Students eligible for PP funding can achieve English and Maths 9-4 and 9-5</p>	<p><b>Maths Collapsed Curriculum days</b> – delivered by an Outstanding maths teachers</p>	<p>Collapsed Curriculum days build confidence, encourage students to work collaboratively and develop their practical and active learning skills. Maths collapsed curriculum days are organised to support year 11 PP</p>	<p>Progress reports from half termly maths assessments. GSCE results</p>	<p>D Rosebert (Deputy Principal)</p>	<p>Termly data collection reported to SLT</p>

	<p>2% of PP funding</p> <p>Yipi Yap 2.5% of PP funding</p> <p>Doddle 2.5% of PP funding</p> <p>GCSE POD 1 % of PP funding</p>	<p>students in preparing for their GCSE's. Outstanding teaching is delivered to students who are expected to achieve a level 4 or 5 in English but not maths. It enables students to make rapid progress and overcome barriers</p> <p>The EEF suggests that small group and 1:1 are one the most effective methods in raising the achievement of PP students.</p> <p>yipiyap is built on the ethos that children often benefit hugely from a relatively small amount of individual attention and that lack of confidence is often the basis for underachievement. Improving interpersonal skills, enthusiasm and aspirations - and give them the opportunity to support secondary pupils who require extra help in Maths, English and Science.</p> <p>Doddle breaks down the key skills within each subject and specification, providing a clear path through the curriculum. Results are easy to collect and track online through our self-marking quizzes, progress tests and teacher judgement. Doddle allows consistent departmental and cross-school assessment to take place. SLT can generate meaningful, whole school reporting — at a student, class and cohort level.</p> <p>GCSE POD is a piece of software which acts as a platform for students to use in order to improve their subject knowledge in a range of subjects and also test themselves along with revising for certain areas of the curriculum.</p>	<p>Half termly English and maths assessments Attendance records GCSE results</p>	<p>B Payne (HOF Maths)</p> <p>D Sutton (HOF English)</p>	<p>Weekly reviews at SLT All referrals are approved by SLT</p>
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					Total budgeted cost	
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?	
Attendance rates for PP funded students in all year groups will be above the national requirement.	<p><b>Full time Attendance Officer</b> – addition to the attendance team, focusing on PP attendance and PP PA. <b>10% of PP funding</b></p>	<p>It is very well documented that good attendance and achievement are linked, therefore we spend a portion of the PP supporting the attendance team with the addition of an attendance officer to monitor and where necessary work alongside families and students who are at risk of being persistent absentees (PA).</p>	<p>Attendance reports of students eligible for the PP Report students who are at risk of PA. Student behaviour reports Attendance reports Persistent Absence files created</p>	J Thuell (Assistant Principal)	Weekly attendance meetings with AP and Attendance Officer	
	<p><b>Rewards</b> – students are acknowledged for their hard work and effort both in the classroom and around the academy. The 4 main positive reward categories (Inspired, Driven, Exceeded and Achieved) are linked to the academies Big IDEA <b>1% of PP funding</b></p>	<p>Attendance recognises that “incentives and rewards (as long as used as part of a comprehensive approach) can significantly improve attendance rates”. Therefore, rewards points are given to students who achieve a 100% attendance in 4 weeks. To support the improvement in persistent absentees, the attendance team work alongside families and students and also includes incentives and rewards. PP attendance is no longer in the bottom 10% nationally.</p>	<p>Class charts reports of rewards issued. Rewards display x 4</p>	J Thuell (Assistant Principal) Helen Thomas (Attendance Officer)	Weekly attendance meetings.	
Risk of social exclusion – all students can access the full-curriculum and access educational visits and trips.	<p><b>Financial Support where necessary</b> – in some situations financial support will be given toward uniform, school trips, school and educational resources. <b>9% of PP funding</b></p>	<p>To ensure our students can play a full and inclusive role in our Academy we assign a small proportion of the PP grant to an inclusion fund. This allows us to provide uniform, deposits for trips, revision guides, DT equipment, ingredients and travel to and from school, which would not have been available otherwise.</p>	<p>Through weekly pastoral meetings where the social, emotional and academic needs of our students our discussed. Case by case review of referrals for funding support signed off by the Principal</p>	D Rosembert (Deputy Principal)	Reviewed at half termly finance meeting.  Funds tracked in PP finance folder.	

	<p><b>Bought in services</b> – such as Camouflage learning, 10/10 initiative, Unite initiatives, Business enterprise and Brilliant Club initiatives, Benjamin foundation</p> <p>8% of PP funding</p>				
<p>Students receive advice and support with their social and emotional wellbeing to ensure progress is made.</p>	<p><b>Engage</b> – including the Child Support Team.</p> <p><i>(75% of the students who have used this service this year are in receipt of PP)</i></p> <p>3% of PP funding</p> <p><b>2 x Inclusion Support Officers</b> – to work with students in the schools Inclusion Unit on decreasing negative behaviours.</p> <p>10% of PP funding</p> <p><b>1 x Inclusion Manager</b> – to organise, co-ordinate and support students with interventions across the curriculum as well as pastorally</p> <p>20% of PP funding</p> <p><b>1x Cover instructor</b> – to ensure consistency within lessons,</p> <p>5% of PP funding</p>	<p>The Child Support Team is a dedicated team constructed with the aim of providing a high level of support and intervention to the most challenging young people. With 10 years' experience, the support team can provide as much support as possible to reduce the number of external agencies involved. The support offered includes behaviour support mentoring, parent support, PSP support, staff training, educational and clinical psychologists and other mental health professionals.</p> <p>A disproportionate number of exclusions, red cards and negative sanctions are given to PP students, compared to their peers. Therefore, to support the reduction of negative behaviour sanctions and increase attitudes to learning for PP students, there is a 30% PP contribution to staff in the Inclusion Unit.</p> <p>Recent results from summer 2017 show a decrease of 54% in the number of Fixed Term Exclusions being issued to students eligible for PP, compared to a reduction of 33% for non-PP.</p>	<p>Student behaviour reports PSPs and trackers Staff trawls SSfN Referrals</p> <p>Behaviour reports Instant behaviour data</p>	<p>J Thuell (Assistant Principal)</p> <p>D Mckie (Inclusion Manager)</p>	<p>On-going case by case basis linked to student discipline policy</p> <p>Half termly behaviour reports given to SLT to review progress.</p>
<b>Total budgeted cost</b>					

