**Isca Academy Pupil Premium strategy**

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| 1. **Summary information**
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| **School** | Isca Academy  |
| **Academic Year** | 2018-19 | **Total PP budget** | £233,348 | **Date of most recent PP Review** | 10.01.19 |
| **Total number of pupils** | 831 | **Number of pupils eligible for PP** | 260 | **Date for next internal review of this strategy** | Sept/Oct 2019 |

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| 1. **Current attainment: 2017-18**
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|  | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average)  |
| **Progress 8 score average** | **-0.49** | 0.07 |
| **Attainment 8 score average** | **36.17** | 44.93 |
| **% achieving a standard pass in EM (9-4)**  | **41.3%** | 65% |
| **% achieving a strong pass in EM (9-5)%** | **9.3%** | 34% |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **In-school Academic barriers**  |
|  | P8 measures are lower for students eligible for PP. * High ability PP students are currently making less progress than other high ability students (PP = -0.57, non PP = ++0.5).
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|  | Behavioural, emotional and social wellbeing of students eligible for PP. * More PP students are sent to Isolation or excluded than their non PP counterparts for behaviour issues (Isolations – 53% against 32% whole school PP population; Exclusions - 59%).
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|  | Literacy skills for children entering Year 7 are lower for PP than other stdeunts, presenting a significant barrier to future attainment. * Students need vocabulary, expression and organisational control to cope with the cognitive demands of all subjects.
* Better literacy leads to improved self-esteem, motivation and behaviour. It allows students to learn independently.
* Better literacy raises students’ attainment in all subjects.
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| **External barriers**  |
| **D.** | Attendance and Punctuality issues. * Attendance figures (91.46% - end of Term 4) for our PP students currently sit just below the national average (92.7%) for PP students. This causes school hours to be reduced, effecting a fall in overall attainment. Lates are 1% for non PP, 2% for PP.
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| **E.**  | Mental Health and Wellbeing issues for PP students – complex cases are present across all year groups, often leading to poor attendance, resulting in an impact on progress.  |
| **F.**  | Low aspirations, with cultural capital lacking for many PP students (the skills, know-how and positive mindset to succeed in life). |
| **G.** | Parental engagement: Parents Evening Attendance is always lower for parents of PP students than non PP students, which does not support progress.  |
| 1. **Intended outcomes**
 | Success criteria |
|  | Levels of progress for PP students increase and the gap closes with students not eligible for PP funding within school and nationally.  | GCSE results 2019. Progress tracker data. High ability PP students will make the same (if not better) progress than non PP HA students. |
|  | Improvement in levels of student engagement for students eligible for PP funding.Behavioural issues of PP students addressed, support offered, interventions take place. All avenues are exhausted before exclusion as a last resort.  | Fewer behaviour incidents and exclusions recorded for PP students on the school system without changing recording practices or standards. Reduced time spent in isolation. Improved behaviour grades on Progress Reports.  |
|  | Improve vocabulary across the curriculum alongside implicit pre-teaching to plug the Tier 2 gap in order to narrow the literacy gap between PP and non PP students. This will allow them to connect ideas and explain what is happening coherently. | Whole school CPD for teachers.Visible vocabulary around school.Literacy based starter activities. PP students of all abilities can access GCSE style questions.  |
|  | Increased attendance rates for students eligible for PP.  | Overall PP attendance improves in line with non-PP students. Reduce PA of PP. |
|  | More work to be carried out on profiling/identifying student worries and concerns in order to support and address them (use EduKit, student voice, Student Leaders, Wellbeing room etc.) Investigate ClassCharts Wellbeing.  | More PP students will access in-school help or interventions to support mental health and wellbeing concerns.  |
|  | PP students will be provided with numerous aspirational opportunities (within curriculum time and extra-curricular)  | Cultural capital will increase. Increased numbers of PP students will consider more aspirational careers and aim for university.  |
|  | Improved attendance of PP parents at Parents Evenings  | Increased % of attendance at Parents Evenings. Parental surveys showing positive experience.  |

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| 1. **Planned expenditure**
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|  **Academic year**  | **2018-2019** |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |
| 1. **Quality of teaching for all**
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| **Intended outcome**  |  **Action** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP students  | Quality First Teaching * Know your students – build relationships
* High quality feedback and marking
* Differentiation
* Classroom and subject intervention
* High levels of challenge for all
* Precision Coaching
 | Sutton Trust The effects of high quality teaching are significant for PP students: over one school year, they gain 1.5 years’ worth of learning from very effective teaching. | Departmental QALearning WalksWork ScrutinyProgress Tracker data Progress ReportsAtkinson reports Student Voice  | GK/HG | Every half term  |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP students  | Share current research and teaching strategies about how to support and challenge PP students academically. To include inset on ‘The Power of Positive Language/ The principles of effective pupil premium teaching | Sutton Trust Relentless focus on T&LConsistency throughout departments/across schoolFocus on PP to increase outcomes and progress  | Staff CPD programme via morning briefings, Team Leader meetings and Academy Priority Seminars. Learning walks/work. scrutiny/student voice. | GK/HG/SF  | July  |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP students D Improve attendance for students eligible for PP funding E. Improved parental engagement  | Tutor Mentoring * To know, notice and praise PP students
* To monitor and support academic progress
* To monitor and intervene on attendance, behaviour and other issues
* First point of contact with home via phone, meetings and parents’ evenings
 | Sutton Trust  | Learning walks.HOY Line management.Records of parental conversations – CPOMS.Tutor reports  | Tutors HOY SF | Ongoing  |
| A. Progress of students eligible for PP increases and falls in line with their non PP peers | Year 11 Tutor Intervention Groups – Maths, English, Science  | Underperformance is identified with students being placed into subject specific tutor groups to allow PP students to continue to make progress through Year 11.  | Data analysis is reviewed termly | GK | July |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP students  | ClassCharts used by all teaching staff across the school.Provision Map registers all intervention and provision, as well as Pupil passports, for PP students.  | Teachers (and students) are able to have dialogues about learning. Teachers are fully informed about the specific needs of PP students and how to address them to unlock success.  | Shared information about PP students at staff briefings. Awareness raising. PP student info added to Pupil Passports for all to access.  | MHYCPSF | July |
| A. Progress of students eligible for PP increases and falls in line with their non PP peers | Atkinson Reports used to track PP students | Underperformance is identified at departmental level between teachers and Head of Department. Interventions discussed and implemented – “we are all leaders of PP”.  | Discussed at whole staff briefings, Team Leader and ELT meetings, HOY Line Management.Report used to list interventions.  | GKHOD | July |
| A. Progress of students eligible for PP increases and falls in line with their non PP peers | Pupil Premium focus on ALT* Pupil Premium Strategy Lead, monitoring and measuring, analysis of interventions and provision mapping
* PP lead to attend MAT training
* Tracking support
* Administration support
* Maintain a termly focus on PP patterns and trends
* Identify and evaluate current interventions for effectiveness and impact
 | Sutton Trust recommends* sharing of good practice
* efficient spending of PP budget through close monitoring and evaluation
* achievement and attainment gaps narrowed
* all staff are informed about the progress of PP students, so that appropriate action can be taken
* accurate records for all PP
 | Performance Management Meeting minutes and actionsStrategy document and evaluationStudent records4Matrix  | SF  | Termly  |
| A. Progress of students eligible for PP increases and falls in line with their non PP peers | Precision teaching for KS3 PP students  | Sutton Trust * To support lower attaining PP learners or those who are falling behind,
 | Data analysis  | HGO | Termly |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP students | Disadvantaged Students Work Scrutiny  | Consult PP students termly in all year groups about what works best for them in the classroom alongside a discussion of their work, in order to prevent underperformance in the classroom.  | Student voice in small groups  | GKSF | Termly  |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP students | Inclusion focus week (PP) Focusing on: * What does Universal Provision look like for PP students?
* How do students feel about their provision at Isca?
* What impact does TA support have on progress?
 | Sutton Trust – effectiveness of TAs in classroom can vary. Scrutinise carefully to ensure our PP students (both with or without an SEN) are receiving effective support in the classroom, depending on the presence of a TA. If no TA, are needs being met by the teacher?  | Classroom observations Work scrutiny Student voice Feedback to teachers  | GI | Dec/April  |
| **Total budgeted cost** | **£190,000** |
| 1. **Targeted support**
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| **Intended outcome** |  **Action** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP students | Coachbright Mentoring Programme* Mentoring for 30 Year 9 PP students by Exeter University students in Maths, English and Science
 | Programme ran successfully for several years previously and had an impact on student progress.  | RegistersStudent voice Observations by LC/SF Data analysis  | LCSF | May  |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP studentsG. Improved parental engagement | Secrets to Success evening* GCSE exams information evening including advice on core subject topics, how to approach typical exam questions and revision techniques to fully prepare Yr11 for forthcoming exams. PP students targeted personally for attendance.
 | Student voice - many Year 11 PP students were unsure as to what they should revise, and how.  | PP parents have priority booking for S2S evening. Promoted extensively within school and on school social media. 19% of students attending in Feb 2019 were PP.  | HG | Oct – for next year  |
| A. Progress of students eligible for PP increases and falls in line with their non PP peers | Secrets to Success* Targeted Year 11 after school revision sessions (Feb-May) to support GCSE revision.
 | Programme ran successfully for several years previously.  | Year 11 PP students are specifically targeted and spoken to by HOY11 and SF. Registers taken. | SF | June – for next year  |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP students | Enrichment fund targeted at PP students when needs arise, and to promote participation, for example:* Extra-curricular trips
* Revision guides
* Food Tech
* Art and Textiles books
* Outdoor Education events
* Duke of Edinburgh awards
* Theatre trips
 | To support PP students throughout the curriculum with trips and activities and revision materials. Making sure finance is not a barrier to progress or has a detrimental effect on students’’ attitude to learning. | Provision map  | CP | Ongoing  |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP studentsF. Raising aspirations | NSSW (Next Steps South West) programme of events: * Workshops for DS with a focus on Motivation, Target setting and action planning, Articulacy and Careers.
* University campus tours.
 | To raise PP aspirations, leading to improved levels of engagement at school and improved levels of progress. Reduce the numbers of students at risk of being NEET.  | Registers of attendeesAssembliesStudent Voice NEET figures  | AHo | July  |
| B. Improvements in levels of student engagement of PP studentsF. Raising aspirations | Isca Progression Event* Exhibition style event for students to talk to Exeter College, Bicton College and Exeter University about life after Isca.
* Parents attend with children after school
 | Sutton Trust - Evidence suggests that most young people already have high aspirations, suggesting that much underachievement results from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. This event was designed to address this gap.  | Priority given to PP students in Years 8-11 - off timetable period 5 to attend event.Student voiceParent voice  | SF  | Sept |
| B. Improvements in levels of student engagement of PP studentsF. Raising aspirations | Future First alumni | Embed an alumni engagement across the school to increase students' knowledge about career/education pathways and improve ability to make informed decisions about their futures. | Alumni at events such as Isca Progression, and Academic Awards. Alumni host career workshops. Posters around school.  | SF | May |
| B. Improvements in levels of student engagement of PP studentsD. Improve attendance for students eligible for PP funding E. Improved wellbeing  | Student Leaders / Buddies * Pairing Yr 9/10 student leaders with all Yr7 PP students & more vulnerable Yr8 PP students for extra support with transition, attendance, behaviour, and achievement
 | Sutton Trust - Mentoring in education involves pairing young people with an older peer or volunteer, who acts as a positive role model. In general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. | Student Leadership training given for Year 9/10 leaders.Tutors monitor Yera7 buddiesSF to monitor programme – include regular student voice | SF  | May  |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP studentsC. Improve vocabulary across the curriculum  | New Literacy Policy:* Support students to develop fluent reading capabilities, reading comprehension strategies are taught.
* Students are exposed to texts beyond their current reading ability, and supported to master core skills.
* Students are taught tier 2 and tier 3 vocabulary.
 | Literacy supports learning. Students need vocabulary, expression and organisational control to cope with the cognitive demands of all subjects. Better literacy leads to improved self-esteem, motivation and behaviour, allowing students to learn independently. Better literacy raises students’ attainment in all subjects.Improving vocabulary across the curriculum alongside implicit pre-teaching to plug the Tier 2/3 gap will narrow the literacy gap between PP and non PP students.  | Whole school CPD for teachers.Visible vocabulary around school.Silent reading Literacy based starter activities. PP students of all abilities can access GCSE style questions. High-quality structured interventions support students to accelerate their progress.Reading age tests. | CS/HG | Termly  |
| A. Progress increasesC. Improve vocabulary across the curriculum  | Buddy Reading (tutor period)* Paired reading Yr9-11 with Yr7/8 in library
 | Allow students to see the importance of reading & developing enjoyment.Sutton Trust.  | Reading age will improve | AK |  |
| **Total budgeted cost** | **£32,000** |
| 1. **Other approaches**
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| **Intended outcome** | **Action** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| D. Improve attendance for students eligible for PP funding  | Tracking attendance with particular focus on PP students so early intervention can be put in place | If students are not in school, we are not able to improve progress and attainment.  | Attendance figuresAttendance letters HOY meetings  | DNSFHOY | May  |
| D. Improve attendance for students eligible for PP funding  | Tutor and HOY tracking and interventions including a named adult.  | Early intervention so that attendance does not become an issue. Higher threshold for PP students – anyone who drops below 96%.  | Attendance Officer MAT meeting to share good practice.Tutors complete Green checklists with PP students whose attendance has dropped below 96%.  | DNSFHOY  | tbcJuly  |
| D. Improve attendance for students eligible for PP funding  | Attendance Officer, Education Welfare Officer and ALT Lead  | To support regular school attendance by breaking down barriers for students and families and offering support plans as required.  | All three work together to ensure processes are followed. Same day callsMeetingsLettersHome visits Personalised support where needed, reduced timetable to full timetable. Case studies detailing complex cases. True versus complex cases removed figures. Attendance figures will improve.  | DNJWSF | July |
| D. Improve attendance for students eligible for PP funding  | Provide uniform and equipment as required | To remove potential barriers from attending school.  | Attendance  | AM | July |
| D. Improve attendance for students eligible for PP funding  | Monday tutor focus on attendance | To raise the profile of attendance across the school.  | Whole school policy led by ALT lead.Monitored by HOY  | SFHOY  | July |
| A. Progress of students eligible for PP increases and falls in line with their non PP peersB. Improvements in levels of student engagement of PP students | Targeted vulnerable students receive additional transition support, such as Summer School.  | To begin early relationships with PP students. To understand their starting points and secure accurate academic and pastoral information so that they feel confident and happy when starting Isca.  | Student voiceStudent transitions Parental feedback | AMHGO | Sept |
| G. Improved attendance of PP parents at Parents Evenings | Priority booking for Parents Evenings  | Targeting of PP parents and in particular hard-to-engage parents via new online booking process to encourage attendance of Parents Evenings. | HOY/SF to check take-up. HOY/Tutor to make phone calls in order to increase numbers of PP parents’ appointments. | SFHOY |  |
| **Total budgeted cost** | **£ 15,000** |

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| **Review of expenditure**  |  |
| **Intended Outcomes for the** **Previous Academic Year - 2018-19** | **Impact**  | **Lessons learned**  |
| Levels of progress for PP students increase and the gap closes with students not eligible for PP funding within school and nationally.  | GCSE results 2019 showed the gap for progress for PP students against non-PP students had widened rather than decreased. HPA and MPA students in particular were not performing as well as their non PP counterparts.  | Staffing stability in English is now in place, individual student progress is being analysed at all levels, interventions are in place and discussions regarding progress/interventions are taking place on a weekly basis regarding the current Year 11 cohort. A Precision Coaching programme is being implemented in order to improve quality first teaching and Pupil Passports with effective strategies for use in the classroom are being created for every PP student.  |
| Improvement in levels of student engagement for students eligible for PP funding.Behavioural issues of PP students addressed, support offered, interventions take place. All avenues are exhausted before exclusion as a last resort.  | Fewer behaviour incidents and exclusions have been recorded for PP students on the school system without changing recording practices or standards. The number of PP students in Reset has improved as follows: 2017-18 3342018-19 224 Reduced time spent in Reset. Improved behaviour grades on Progress Reports. Staff training on relational development was beneficial, however more students were excluded than the previous academic year. 2017-18 1222018-19 139  | More work to be done with the aim of reducing exclusions. Timpson Project on Relational development will feed into this.  |
| Improve vocabulary across the curriculum alongside implicit pre-teaching to plug the Tier 2 gap in order to narrow the literacy gap between PP and non PP students. This will allow them to connect ideas and explain what is happening coherently. | Much work has been done regarding Tier 2 vocabulary with Middle Leaders alongside whole school CPD for teachers. There is visible vocabulary around school and reading is becoming embedded across the school in tutor periods. Literacy based starter activities are common, and work has been done at curriculum level to enable PP students of all abilities to access GCSE style questions from Year 7 upwards.  | Work is continuing in order to embed vocabulary. Isca Academy is a reading school with Accelerated Reader introduced in Years 7 and 8, tutor reading in Year 9 and more reading opportunities across the curriculum in all subjects planned for the Spring term.  |
| Increased attendance rates for students eligible for PP.  | Overall PP attendance did not improve in line with non-PP students.  | True student attendance is regularly compared to attendance with complex cases removed. Case studies for complex cases are in place, as is a family support worker for the next academic year who will carry out home visits where required. Additional admin support for attendance has been provided. Monday attendance focus has been tightened with more accountability, Attendance Concerns checklists will be carried out by tutors with students whose attendance has dropped since the previous week.  |
| More work to be carried out on profiling/identifying student worries and concerns in order to support and address them (use EduKit, student voice, Student Leaders, Wellbeing room etc.) Investigate ClassCharts Wellbeing.  | More PP students have been able to access in-school help or interventions to support mental health and wellbeing concerns. Wellbeing Coordinator has been appointed. Figures record access to Wellbeing Room. Students complete three Edukit Wellbeing Surveys per year, with responses being analysed and interventions introduced where necessary, with impact tracked, in order to increase student confidence and resilience in a range of areas.  | More work to be done to embed. Whole- school Mental Health and Wellbeing strategy will be launched in January 2020.  |
| PP students will be provided with numerous aspirational opportunities (within curriculum time and extra-curricular)  | The aim during the year has been to increase Cultural Capital. Disadvantaged students have attended aspirational careers workshops run by Next Steps South West (NSSW), HPA disadvantaged students attended the Aspire Conference, exposing them to prestigious career pathways, and 30 students took part in Coachbright Mentoring with Exeter University Students, Isca Programme Review document available which measures impact. Motivational assemblies have been delivered and PP students have been supported throughout the curriculum with trips and activities and revision materials, for example 21% of students attending Performing Arts trips were PP students.  | Too difficult to accurately review and monitor, however more formal student voice will be planned in for next academic year.  |
| Improved attendance of PP parents at Parents Evenings  | Unfortunately, due to GDPR, the list of names attending Parents Evenings for 2018-19 has been destroyed so attendance of these parents is difficult to measure. However Heads of Year and regularly phoned PP parents to invite them to events. | More accurate monitoring of parental attendance is required in order to compare year on year attendance.  |