

Pupil premium strategy statement: Stewards Academy

School overview

Metric	Data
School name	Stewards Academy
Pupils in school	1084
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£313,225.00
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	October 2019
Review date	October 2021
Statement authorised by	Helen Ginger
Pupil premium lead	Russell Perrin
Governor lead	Stephen Dodd

Disadvantaged pupil performance overview for academic year 2018 - 2019

Progress 8	-1.00
Ebacc entry	28%
Attainment 8	28
Percentage of Grade 5+ in English and maths	9%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve at least national average results for disadvantaged pupils.	Sept 21
Attainment 8	Achieve at least national average results for attainment for disadvantaged pupils.	Sept 21
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ percentage of 25%	Sept 21
Other	Increase attendance of PP students towards school target of 95%.	Sept 21
Ebacc entry	To maintain in line with national average entry level for Ebacc amongst disadvantaged pupils.	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Creation and implementation of high-quality Schemes of Learning across school, supported by CPD opportunities to embed high-quality teaching practice (particularly in English).
Priority 2	Development of the Academy Reading Programme and the whole school approach to delivering reading activities in lessons.
Priority 3	Coaching support for teachers in their second and third year of teaching
Barriers to learning these priorities address	Staff recruitment and retention and pupil/parent engagement (homework)
Projected spending	£93,514.50

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 for low attaining disadvantaged pupils.
Priority 2	KS4 pupils are supported to achieve good outcomes at GCSE and are ready for the world of work.
Priority 3	High Attainers Programme ensure the attainment of these pupils is in line with their high attaining peers.
Barriers to learning these priorities address	Pupils eligible for PP sometimes do not have a hunger for learning, lack resilience and do not capitalise on all opportunities.
Projected spending	£192,854.50

Wider strategies for current academic year

Measure	Activity
Priority 1	Individuals are supported to improve their attendance.
Priority 2	The attitude to learning of disadvantaged pupils does not hinder academic progress
Priority 3	Development of Pupil Character (STEPS Curriculum)
Barriers to learning these priorities address	Deep-seated socio-economic issues within families of low attenders. Low aspiration for academic success. Engagement with opportunities on offer.
Projected spending	£26,856

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Time needed to develop high quality Schemes of Learning. Ensuring a whole school responsibility for reading.	New post in English – Curriculum Lead, with 50% of timetable for developing SOL; two INSET days dedicated to these. CPD catalogue group dedicated to reading. Frequent spotlights delivered to maintain the profile of reading.

Targeted support	Ensuring pupils attend intervention sessions provided and that programmes are having the required impact.	Ensure there is a system for taking registers and following up attendance with parents. Monitor the quality of interventions to ensure these are engaging for pupils. Use data and Independent Study Folders to monitor the impact of these.
Wider strategies	Ensuring students are fully aware of the curriculum choices that they make and that they are praised for the work they are doing.	Use of Community Briefing to give clear expectations for Attitude to Learning, promote opportunities and celebrate success. Monitoring of the quality, the engagements and the impact of interventions using ClassCharts data.

Review: 2018 – 2019’s aims and outcomes

Desired outcome	Chosen action/approach	Review
Reading skills and participation are improved in Years 7 and 8	The Reading Manager will manage reading data and use this to inform choices about book purchasing and enrichment activities to engage PP readers.	<p>Review 1: 31st Dec 18 – 10th Jan 19 The programme has begun well, and pupils identified.</p> <p>Review 2: 1st April 19 – 5th April 19 PP pupils average engaged reading time per day has increased. PP average quiz score has increased from 66.3% in autumn to 69.3% in spring. PP student reading ages progressed on average one month behind non-PP students in Y7, while the progress is the same for PP and non-PP students in Y8</p> <p>Review 3: 16th July 19 – 23rd July 19 38% of pupils on this programme made accelerated progress increasing their reading age by more than a year in 9 months. The whole cohort of pupils increased their reading age on average by 8 months.</p> <p>FINAL REVIEW – GCSE OUTCOMES: n/a IMPACT: Medium NEXT STEPS: Continue strategy as part of Targeted Support Priority 1.</p>
The gap in progress between pupils eligible for Pupil Premium and other pupils in literacy is closing.	Two specially trained HLTAs to deliver Phonics and reading interventions	<p>Review 1: 31st Dec 18 – 10th Jan 19 The programme has begun well, and pupils identified.</p> <p>Review 2: 1st April 19 – 5th April 19 Pupils selected for phonics intervention have had positive results in their most recent testing. Many pupils increased their reading ages by well over one year</p> <p>Review 3: 16th July 19 – 23rd July 19 PP pupils in the phonics group have made progress in line with non-PP pupil. Over the whole year PP students have made 3 months more progress in their reading age than non-PP students who did not attend the programme.</p> <p>FINAL REVIEW – GCSE OUTCOMES: n/a IMPACT: Medium NEXT STEPS: Continue strategy as part of Targeted Support Priority 1.</p>
Teachers of SEND are supported in delivering high quality support and challenge for SEND pupils	AHT responsible for Inclusion/ SEND/PP & SENDCo to lead on SEND strategies and data systems across school	<p>Review 1: 1st April 19 – 5th April 19 Data shows that for all year groups the gap in PP progress is closing from year group to year group when compared with the previous term.</p> <p>Review 2: 16th July 19 – 23rd July 19 Data shows that the trend seen in review 1 continues.</p> <p>FINAL REVIEW – GCSE OUTCOMES: Progress 8 -1.4(EHCP) -1.38 (Support) IMPACT: Low NEXT STEPS: This will not form part of the current PP strategy.</p>

Newly qualified teachers deliver quality first teaching.	Support for new staff through lesson observations and feedback	<p>Review 1: 31st Dec 18 – 10th Jan 19 All NQTs making good progress across the teacher standards as evidenced in: NQT Term 1 reports and observation visits.</p> <p>Review 2: 1st April 19 – 5th April 19 All NQTs continue to make good progress across the teacher standards as evidenced in: NQT Term 2 reports and observation visits</p> <p>Review 3: 16th July 19 – 23rd July 19 All NQTs have made good progress against the teaching standards as evidenced in the NQT final reports. All NQTs have passed their NQT year.</p> <p>FINAL REVIEW – GCSE OUTCOMES: n/a IMPACT: High NEXT STEPS: Continue strategy as part of Teaching Priority 3.</p>
Teachers of top sets are supported in delivering challenging lessons to High Attainers.	AHT for High Attainers to lead on HAPs strategies	<p>Review 1: 1st April 19 – 5th April 19 Data from the most recent IPR shows a continued improvement in achievement of all HAPS including PP students. Every half term following IPR data entries, any issues raised by Honours programme students are raised with specific teachers.</p> <p>Review 2: 16th July 19 – 23rd July 19 There has been an improvement of 0.1 grade over the year for Year 11 students. Year 10 pupils progress gap has continued to close from Year 9 with pupils on average meeting their target grades.</p> <p>FINAL REVIEW – GCSE OUTCOMES: Progress 8 -0.63 IMPACT: Low NEXT STEPS: Continue strategy with modifications as Targeted Support Priority 3.</p>
The gap in progress between pupils eligible for Pupil Premium and other pupils in maths is closing.	<p>Additional support for low/middle attainers.</p> <p>1:1 support in lessons and group intervention and less able PP students will be placed in classes with fewer pupils.</p>	<p>Review 1: 1st April 19 – 5th April 19 Support afterschool is being offered to support the progress of these pupils, although uptake is limited. PP progress currently -0.02</p> <p>Review 2: 16th July 19 – 23rd July 19 For high ability PP the gap is closed. For mid and low attaining pupils the gap continues to close. For future consideration maths are considering smaller PP groups and reallocating staff.</p> <p>FINAL REVIEW – GCSE OUTCOMES: Progress -0.36 IMPACT: Medium (in line with national PP figure) NEXT STEPS: This strategy will not form part of this strategy.</p>
Pupils eligible for Pupil Premium are provided with the relevant support and guidance regarding CEIAG and are fully aware of the various opportunities available to them, including further education and work-based learning.	All Pupil Premium pupils in Y11 will have a careers interview in the Autumn Term and will be supported in attending Careers Events.	<p>Review 1: 21st – 25th Jan 19 All PP students received a careers guidance interview in Autumn term and where a need has been identified, follow up contact has been carried out to ensure action has been taken to secure a course at a suitable FE provider. Contact has taken the form of personal follow ups in school, meetings arranged at Alternative Education providers, accompaniment to colleges, and correspondence offering support to pupils and parents.</p> <p>All students invited to attend the Post 16 Event in October at Park Inn, attended by employers, apprenticeship providers, colleges and 6th forms; so that the full range of Post 16 options were made available. Parent-mail ensured parents were fully informed.</p> <p>Review 2: 18th – 22nd Jan 19 Full details of all open evenings at colleges/6th forms made available to all PP. Presentations by apprenticeship, college and 6th form providers were given in targeted assemblies</p> <p>FINAL REVIEW – GCSE OUTCOMES: n/a IMPACT: High NEXT STEPS: Continued as part of Targeted Support Priority 2.</p>
Reading skills and comprehension are improved in Y7	Academic mentors to run guided reading sessions before morning lessons.	<p>Review 1: 31st Dec 18 - 10th Jan 19 66% of pupils on this programme have improved their reading age. Those pupils that have not made progress have an attendance below</p>

		<p>25%. Those pupils making progress have improved their reading age by 6 months with most making between 1-2 years gain.</p> <p>Review 2: 12th Feb 19 – 19th Feb 19 Testing delayed due to staff absence</p> <p>Review 3: 19th March – 26th March 19 Testing delayed due to staff absence</p> <p>Review 4: 7th May 19 – 14th May 19 Pupils with 50 % or more attendance have made in excess of 1 + years accelerated progress in terms of their reading age.</p> <p>FINAL REVIEW – GCSE OUTCOMES: n/a IMPACT: Medium NEXT STEPS: Continue strategy (Learning Mentors) as part of Targeted Support Priority 1.</p>
Pupil Premium pupils make progress at least in line with national standards.	Academic Mentors for PP pupils.	<p>Review 1: 21st – 25th Jan 19 Academic mentors have been meeting with Y11 pupils to prepare them for their first round of PPEs. Reading intervention with Y7 has been successful.</p> <p>Review 2: 18th – 22nd March 19 Both academic mentors have been absent due to long term health problems. Some PP programmes have been transferred to other personnel: Y11 Coursework support and Y7 reading programme has transferred to Learning Mentor team at the Bridge. Revision support evening being co-ordinated by SEN/D team. Revision evening was well received by parents and pupils. They reported finding the strategies and revision packs as being helpful.</p> <p>FINAL REVIEW – GCSE OUTCOMES: Progress 8 -1 for PP pupils IMPACT: Low NEXT STEPS: This strategy will not be continued.</p>
KS4 PP pupils are exam ready	Clear support given to PP pupils in years 9, 10 & 11 to ensure they are supported both practically and emotionally to ensure they are exam ready.	<p>Review 1: 31st Dec 18 – 10th Jan 19 Monitoring of pupils' independent study folders and by academic mentors and pupil voice showed that PP students were not undergoing regular independent study. Academic Mentors have devised support "postcard" and modelled study skills to support students.</p> <p>Review 2: 1st April 19 – 5th April 19 Parent/Pupil PP revision evening was very successful. Work in the future should focus on greater participation as only 15 students with parents attended. Mental health and well-being workshops have been successful particularly amongst year 11 students.</p> <p>Review 3: 16th July 19 – 23rd July 19 All year 10 pupils attended an independent studies and revision workshop which will be followed up with a further 6 dates in the new academic year. Pupil voice shows that pupils found the day useful and made them feel more relaxed about their studies.</p> <p>FINAL REVIEW – GCSE OUTCOMES: Progress 8 -1 for PP pupils IMPACT: Low NEXT STEPS: Continue strategy with modifications as part of Targeted Support Priority 2.</p>
Individuals are supported practically, with provision such as uniform, catering ingredients and extra-curricular dance classes and as a consequence their progress has improved.	Individual pupil support (KS3 / KS4 / EAL)	<p>Review 1: 31st Dec 18 – 10th Jan 19 20% of budget spent on supporting PP students to attend theatre trips. 7% of budget spent on supporting students to play music.</p> <p>Review 2: 1st April 19 – 5th April 19 21% of budget spent on supporting PP students to attend theatre trips. 12% of catering budget spent on supporting students through this qualification.</p> <p>Review 3: 16th July 19 – 23rd July 19 Total budget spent on additional support for PP students was 13%.</p> <p>FINAL REVIEW – GCSE OUTCOMES: Progress 8 -1 for PP pupils IMPACT: Low</p>

		NEXT STEPS: Continue strategy with modifications as part of Targeted Support Priority 2
<p>Pupils have opportunities to explore music as a way of dealing with a range of emotional issues.</p> <p>High attaining pupils eligible for Pupil Premium are given the opportunity to play a musical instrument.</p>	<p>Individual Music therapy sessions</p> <p>Lunchtime keyboard lessons for High Attaining PP KS3 pupils</p>	<p>Review 1: 1st April 19 – 5th April 19 A highly successful music tuition programme has been running this academic year. 42 pupils have been involved with the programme at some point this year, 23 of them PP. Opportunities to perform including the Christmas Concert, Music showcase evening as part of the Celebration of Culture week, and forthcoming Summer Concert. Pupils are excited and keen to perform.</p> <p>Review 2: 16th July 19 – 23rd July 19 The summer concert was a success with all 23 PP students taking part. The number of pupils receiving tuition has increased participation but an impact on pupil progress is yet to be seen.</p> <p>FINAL REVIEW – GCSE OUTCOMES: n/a IMPACT: Medium NEXT STEPS: Continue strategy as part of Wider Strategies Priority 3.</p>
<p>Pupils who are struggling with the traditional curriculum are given opportunities for vocational learning</p>	<p>In house vocational Level 1 and 2 qualifications will be offered to selected pupils.</p>	<p>Review 2: 1st April 19 – 5th April 19 This is something that has been implemented well during the 2018-19 academic and previously.</p> <p>Review 3: 16th July 19 – 23rd July 19 Vocational courses have been completed by 9 pupils. Teacher assessment shows that pupils have a good attitude to their subjects. There was an overall improvement in the pupils' attitude to learning in their lessons.</p> <p>FINAL REVIEW – GCSE OUTCOMES: 8 pupils achieved an additional level 1 qualification in engineering IMPACT: Medium NEXT STEPS: Continue strategy as part of Targeted Support Priority 2.</p>
<p>Pupil Premium pupils eat breakfast before school and have a quiet place to work with adult support.</p>	<p>Breakfast Club / Study Hub</p>	<p>Review 1: 1st April 19 – 5th April 19 10,200 covers so far, approx. 70% PP. This figure is higher than the end of last year's figure – strategy appears to be working.</p> <p>Review 2: 16th July 19 – 23rd July 19 The final covers for the year ended at approximately 21,000 with 70% PP.</p> <p>FINAL REVIEW – GCSE OUTCOMES: n/a IMPACT: High NEXT STEPS: Continue strategy as Wider Strategies Strategy 1.</p>
<p>Individuals are supported to attend school regularly and on time and as a consequence their progress has improved</p>	<p>Restructured pastoral system</p>	<p>Review 1: 31st Dec 18 – 10th Jan 19 Attendance overall is lower so far this year compared to last across the whole school. The current PP attendance is currently 90% non pp is 95%.</p> <p>Review 2: 1st April 19 – 5th April 19 PP pupils are continuing to be given support with regards to their attendance. The current PP attendance is currently 90% non pp is 95%.</p> <p>Review 3: 16th July 19 – 23rd July 19 PP attendance has increased to 91% and non-PP remains at 95% closing the gap to 4%.</p> <p>FINAL REVIEW – GCSE OUTCOMES: n/a IMPACT: Medium NEXT STEPS: Continue strategy as part of Wider Strategies Priority 1.</p>

<p>There is no difference between the attitude to learning of Pupil Premium pupils and other pupils and as a consequence the majority of Pupil Premium pupils attend celebration events.</p>	<p>Whole school CPD to ensure the implementation of the 5 Rs reward system</p>	<p>Review 1: 31st Dec 18 – 10th Jan 19 There has been a steady decline of 9% in the ratio of positive/negative points awarded to PP. The gap between PP and non-PP has widened by 2% since the beginning of the year leaving the gap at 18%. More staff training on how to use class charts required.</p> <p>Review 2: 1st April 19 – 5th April 19 There has been a big improvement since the last review. The ratio of positive to negative points awarded to PP has risen from 66% to 80% an increase of 14%. The gap between PP and non-PP has closed to 7%.</p> <p>Review 3: 16th July 19 – 23rd July 19 The gap between PP and non-PP closed to 6%.</p> <p>FINAL REVIEW – GCSE OUTCOMES: n/a IMPACT: Medium NEXT STEPS: Continue strategy as part of Wider Strategies Priority 2.</p>
<p>The 'cultural capital' of selected Pupil Premium pupils is improved and as a consequence progress in drama is improved.</p>	<p>Provision for theatre related activities: -Transport for theatre trips to subsidise the cost of the trip -Ticket cost for PP students as required -selected PP students invited to participate in specialist theatre workshops</p>	<p>Review 1: 31st Dec 18 – 10th Jan 19 No money for any trips has been drawn down currently although there are plans for trips later in the year.</p> <p>Review 2: 1st April 19 – 5th April 19 PP money used to support pupil trip to the local pantomime. This was an opportunity for many children to visit the theatre for the first time.</p> <p>FINAL REVIEW – GCSE OUTCOMES: n/a IMPACT: Medium NEXT STEPS: Continue strategy as part of Wider Strategies Priority 3</p>