



Pupil premium strategy statement: secondary schools

1. Summary information					
School	Stewards Academy				
Academic Year	2017/ 18	Total PP budget	£312,290	Date of most recent PP Review	22/06/17
Total number of pupils	1055	Number of pupils eligible for PP	334	Date for next internal review of this strategy	Summer 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (2016/17)	-0.18	0.11
Attainment 8 score average (2016/17)	41.89	49.51

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	The quality of teaching and learning, whilst consistently good, will continue to be a focus of improvement.
B.	In-house data shows a consistent gap in progress and attainment between High Attaining pupils and SEND eligible for PP and national figures for all pupils.
C.	Attainment of pupils entering Year 7 is lower for pupils eligible for PP than for other pupils, on average one sublevel below.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Pupils eligible for PP sometimes do not have a hunger for learning, lack resilience and do not capitalise on all opportunities.

Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Pupils make good or better progress as a result of high quality teaching and learning.</p> <ul style="list-style-type: none"> Quality First teaching is seen across the school on a daily basis. All teachers improve their practice by the end of the academic year as evidenced in CPD portfolios and PMR. Pupil Passports are used to differentiate effectively for SEND pupils. 	<p>The Stewards Lesson defines the vision for outstanding teaching and learning: Pedagogy: The Success Cycle - defines the model of high expectations and engagement of every child</p> <ul style="list-style-type: none"> Principles - sets out the teaching and learning vision under three headings: Expectation, Precision, Innovation and Creativity <p>Developmental Lesson Observations promote a culture of teacher driven self-improvement:</p> <ul style="list-style-type: none"> Autumn Term: Assess (What am I going to work on? Choose my most challenging class.) Summer Term: Review (How much progress have I made?) <p>Revised CPD Programme - Smartmeet:</p> <ul style="list-style-type: none"> Drip-feeding and reinforcing the key priorities Teachmeet opportunities Refined CPD catalogue Opportunities for personal study <p>Personalised CPD portfolio:</p> <ul style="list-style-type: none"> Record of CPD opportunities One piece of evidence per half-term – (e.g. Peer observation, Personal Reading Reflection, Personal teaching reflection, Pupil Work, Learning Walk feedback, CPD reflection) To be used to inform PM reviews and monitor the impact of CPD <p>Teaching First Team</p> <ul style="list-style-type: none"> An established team of lead teachers to provide mentoring and coaching
B.	<p>School targets for Pupil Premium High Attainers are met.</p> <ul style="list-style-type: none"> Pupil outcomes and in-house data show interventions are having an impact resulting in the closing of the gap 	<p>Dedicated RSL posts (DHT and AHT): Calendared progress meetings with Middle Leaders/ HoYs /PSMs in place of RAP</p> <ul style="list-style-type: none"> Meetings with individual pupils Contact with parents <p>Identification of priorities:</p> <ul style="list-style-type: none"> Whole school priorities identified through data analysis and shared through Smartmeet Boundary Leapers identified for each subject PP and SEN pupils grouped by priority Academic One-pager (Academic POP) for each year group following each data drop (Ebacc/English-maths etc.) <p>Dedicated Leadership Meeting: Raising Achievement</p> <ul style="list-style-type: none"> Whole school overview Key personnel invited to discuss identified priorities <p>Intervention Strategies:</p> <ul style="list-style-type: none"> Catch-up programme extended to Y10 Development of the Pupil Academic Mentor Programme Academic Intervention with staggered lunch/break – Pilot Y9 Published calendar of coursework deadlines that have been pre-agreed across departments <p>High Attainers:</p> <ul style="list-style-type: none"> Development of the Honours Programme Whole school CPD focus Grade 8/9 boundary leapers identified PM to include named focus High Attainers

		<p>SEN focus:</p> <ul style="list-style-type: none"> • New AHT for SEND • Provision map at an individual pupil level – displayed through photos in SEN office • Development of the use of the Pupil Passport • PM to include named focus SEN pupils
<p>C.</p>	<p>Improve achievement of Pupil Premium pupils at KS3</p> <ul style="list-style-type: none"> • Pupil Premium pupils make progress at least in line with national standards at KS3. 	<p>Links with primary:</p> <ul style="list-style-type: none"> • Continued support of primary governance • Consider extending primary provision (E.g. Primary Performance (poetry/choir), Latin Club (CC), and science (CB)). • Challenge to Engage project to improve transition <p>Pupil Premium is given a high profile through CPD, PM and monitoring resulting in:</p> <ul style="list-style-type: none"> • Teachers focussing on PP pupils in lessons, particularly regarding questioning and high expectations of the ‘The Quiet Middle’. • All staff ensuring that PP pupils engage in all aspects of school life such as the enrichment programme. <p>Intervention strategies are developed as follows:</p> <ul style="list-style-type: none"> • All Y7 PP pupils are interviewed to identify barriers to learning, which are shared with staff. • All Y8 PP pupils receive a pre-option interview. • The study hub to include a Homework Support Group at KS3 and KS4. • The Catch-up Programme is directed predominantly at PP pupils.
<p>D.</p>	<p>To develop the attitudes and attributes of successful learners through the ethos of The Stewards Learner.</p> <p>Pupils have the skills and attributes to be highly successful learners.</p> <p>All pupils, including PP and SEND have excellent attendance.</p> <p>Success Criteria:</p> <p>School targets for attainment, progress and attendance are achieved.</p> <p>Pupils attend school ready to learn (attitude, equipment, punctuality, uniform, homework).</p> <p>60% of pupils achieve the requirements for the celebration events.</p>	<p>Establish the characteristics of the Stewards Learner through the 5Rs (The Edge)</p> <ul style="list-style-type: none"> • Twice weekly structured tutorials • SLT Assemblies that reinforce the key messages <p>Pupil Aspiration:</p> <ul style="list-style-type: none"> • Assemblies for Y7 and Y8 setting out the pathway curriculum • Aspiration Week (including careers advice/soft skills for all years) <p>CEIAG:</p> <ul style="list-style-type: none"> • Y11 pupils receive career advice in the Autumn Term and a review interview following the mock results. • PP pupils are actively encouraged to attend the autumn Careers Fair • Destinations for PP pupils are monitored to ensure they reflect high aspirations. <p>PP High Attainers are a focus group:</p> <ul style="list-style-type: none"> • All high attaining Y7 PP pupils go on a university visit. • All High Attaining PP pupils in Y7 are offered free music lessons. • At least 30% of candidates for School Council are PP pupils <p>Prep’ Pilot</p> <ul style="list-style-type: none"> • English homework to consist of reading and spellings with an expectation of Renaissance compliance in Y7 and 8 • Online maths homework • Knowledge Organisers in two pilot subjects • Explicit teaching of high impact memorising strategies <p>Exam Ready</p> <ul style="list-style-type: none"> • Deliberate Independent Practice (DIP time) and formal exams from Y7 • Development of the Walking Talking Mock • Metacognition is driven through the Success Circle • Pre-Public Examinations twice yearly in Y10 and Y11 which are launched through assemblies giving support in planning revision timetables, study skills, eating well etc. <p>Development of PSICHE programme</p> <ul style="list-style-type: none"> • SEP Workshops incorporating SRE and e-safety (5 per year) with specialist teams established. • PSICHE curriculum time reintroduced at KS4

<p>The ratio of SEND and PP pupils attending celebration events is proportionate.</p> <p>Pupils are knowledgeable about the further education and career paths available and have high aspirations.</p>	<p>Pupils own their own behaviour (Reviewed Reward and Behaviour systems)</p> <ul style="list-style-type: none"> • Stewards Learners regularly demonstrate all aspects of the 5Rs and are recognised through the school rewards system and on their IPR through the ATL grade • Centralised detentions with information shared to parents • Mint used to record merits, behaviour incidents and detentions • Year Group One Pager: Listing priority pupils who are not meeting Stewards 5R standards. (You are 'on the page') to be used by SLT during climate walks and at progress meetings <p>Conducting regular climate walks to drive the 5Rs in the classroom</p> <p>Attendance</p> <p>Focus on attendance of PP and SEND</p>
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Planned expenditure - Academic year 2017/18

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?
<p>The gap in progress between pupils eligible for Pupil Premium and other pupils in literacy is closing.</p>	<p>Two specially trained LSAs to deliver Phonics and reading interventions</p>	<p>Having participated in EEF research on teaching reading, we have adopted a range of strategies to address barriers to reading. This intervention was trialled last year and was successful.</p>	<p>PP Pupils elected for phonics intervention following two rigorous reading assessments: Renaissance STAR testing, and FS phonics screening. Regular training and shared planning, moderation and review will ensure high standards. Monitoring of pupil progress will be conducted by the Subject Leader for English.</p>	<p>Subject Leader - English</p>	<p>October 17 March 18 June 18</p>
<p>The gap in progress between pupils eligible for Pupil Premium and other pupils in maths is closing.</p>	<p><u>Maths MASTERY licence</u></p> <p>Additional maths graduate trainee teacher to work with small groups.</p>	<p>Maths Mastery has been recognised</p> <p>Research (EEF and Sutton Trust) suggests small group intervention has a very positive impact of progress in maths. Previously, this strategy had worked well for us. We have established excellent practice in this area.</p>	<p>PP pupils identified for intervention via baseline maths test, projected GCSE grades and teacher referral. Monitoring of pupil progress by Subject Leader for Maths.</p>	<p>Subject Leader - maths</p>	<p>October 17 March 18 June 18</p>

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?
Reading skills and participation are improved in Y7, 8 and 9.	Sum towards Reading Manager.	Reading has been identified as a weakness on entry and increased challenge with reformed GCSEs. The reading manager will manage reading data and use this to inform choices about book purchasing and enrichment activities to engage PP readers.	Reading manager will receive training on using Renaissance and Eclipse and will work closely with the English Department and pastoral team. A weekly report will be monitored by KS3 Co-ordinator for English	Subject Leader for English	October 17 March 18 June 18
Newly qualified teachers deliver quality first teaching.	Support for new staff through lesson observations and feedback	Research (Sutton Trust) confirms QFT is most effective way for pupils to make progress. Comprehensive and bespoke NQT CPD is delivered on a weekly basis, including monitoring pupils and uses resources such as MINT to track and monitor PP pupils specifically.	CPD plan published before the new academic year. Weekly learning walks, half termly formal observations, half termly reports to SLT	Deputy Headteacher, CPD	October 17 March 18 June 18
Teachers of top sets are supported in delivering challenging lessons to High Attainers.	AHT (and Lead teachers team) to observe and coach teachers of High Attainers.	School data has shown this should be an area of focus for us, particularly for PP pupils. Support from AHT will provide comprehensive training for teachers of top sets and also be crucial in establishing a support network.	Meeting/ training schedule confirmed by AHT and agenda set. Data will be closely monitored to ensure PP High Attainers are making at least expected progress and interventions quickly implemented as and when necessary	AHT High Attainers	October 17 March 18 June 18
Teachers of SEND are supported in delivering high quality support and challenge for SEND pupils	AHT (and PA) to lead on SEND across school	School data has shown this should be an area of focus for us, particularly for PP pupils. Support from AHT will provide comprehensive training for teachers.	Monitoring of in-house data and fortnightly meetings with AHT and Headteacher		
Total budgeted cost					£86,977
i. Targeted support					

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?
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.	Sum towards Information and Guidance / Careers.	Interviews with pupils have identified that many PP pupils need support with planning and preparing for the next step in their education.	The SDP, which is monitored on a termly basis sets out the following action points: <ul style="list-style-type: none"> Y11 PP pupils will receive careers advice in the Autumn Term and a review interview following the mock results. PP pupils in year 11 are personally encouraged to attend the autumn Careers Fair and contact is made with parents. Opportunities for high attaining PP pupils to a visit a university are made available. Destinations for PP pupils are monitored to ensure they reflect high aspirations. 	Deputy Headteacher responsible for CEIAG	October 17 March 18 June 18
Pupil Premium pupils make progress at least in line with national standards.	Mentoring (AHT co-ordinating targeted interventions).	Pupils eligible for PP sometimes do not have a hunger for learning, lack resilience and do not capitalise on all opportunities. This year the model will be refined to ensure that the impact of the mentoring programme is improved.	The mentoring process will begin with the clear identification of the barriers to learning for each pupil, informed by data and/or pupil interview. Strategies will then be put in place based on individual need and the impact of these will be monitored on a fortnightly basis. This will be recorded on a mentoring log for each pupil. Half-termly data analysis will also support the impact analysis for this	AHT responsible for Interventions	October 17 March 18 June 18
	3 Academic Mentors for PP pupils.	The role of the Academic Mentors has been noted for high impact on our PP review in 2016 and 2017.the Outcomes for 2017 saw progress for PP pupils in line with other pupils. As a result, we believe this strategy is effective.	The Academic Mentor team is overseen by the Deputy Headteacher responsible for Pupil Premium. The team meet on a weekly basis and discuss the progress of pupils and the impact of interventions. Strategies are amended where necessary to maximise their impact.	Deputy Headteacher responsible for PP	October 17 March 18 June 18
	Academic Tutor for PP pupils	Some PP pupils may have not made enough progress and find keeping up with curriculum challenging and demoralising. The Academic Tutor (with QTS) is able to work with pupils in the LSU and ensure gaps are filled.	The Academic Tutor will work closely with key members of staff to be clear about gaps in learning and next steps. The Academic Tutor will plan and deliver bespoke learning to individual pupils and provide detailed feedback to key stakeholders.	Deputy Headteacher responsible for PP	October 17 March 18 June 18

<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>Sum towards Music intervention / Music Tuition.</p>	<p>Research shows that playing a musical instrument has a positive impact on the academic success of young people. Projects such as 'The Harmony Project' are proven to have a marked impact on children from low income communities. An EEF research project states that 'Music shows promise across all age groups'.</p> <p>Through music, we will instil the discipline of practice, the joy of mastery and a sense of achievement which will have an impact on self-efficacy and ultimately academic performance.</p>	<p>The music lessons will be further supported by guided practice sessions to ensure that the pupils gain the most from this intervention.</p> <p>Pupil voice and data analysis will also be used to measure the impact of this intervention.</p>	<p>Head of Music</p>	<p>October 17 March 18 June 18</p>
<p>Pupils who are struggling with the traditional curriculum are given opportunities for vocational learning</p>	<p>Two off-site courses offered to selected pupils: City & Guilds Level 1 in Land Based Studies Units NVQ Level 1 in Hairdressing</p>	<p>Stewards has run these courses for several years and the pupil that have been attended have as a consequence been more engaged in their lessons in school and more able to cope with the demands of the curriculum.</p>	<p>Members of staff are allocated to attend the courses and take the opportunity to mentor the pupils and ensure that the success is transferred to learning in the classroom.</p>	<p>Deputy Headteacher responsible for Alt Ed</p>	<p>October 17</p>
<p>Pupils who are struggling with the traditional curriculum are given opportunities for alternative courses</p>	<p>Alternative provision is provided by a local provider (Paringdon).</p>	<p>Stewards has used this facility for several years and the pupil that have been attended have consequently been more engaged in their lessons in school and more able to cope with the demands of the curriculum.</p>	<p>Deputy Headteacher responsible for Alt Ed visits the provision regularly and works closely with the facility provider. Pupil Voice is also used to ascertain the quality of the provision.</p>	<p>Deputy Headteacher responsible for Alt Ed</p>	<p>March 18</p>
<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.</p>	<p>Individual pupil support (KS3 / KS4 / EAL)</p>	<p>Pupils who do not have the equipment needed for school cannot make good progress.</p> <p>Extra-curricular opportunities such as dance classes and not always possible for PP pupils due to financial constraints within the family. This puts the pupils at a disadvantage to their peers.</p>	<p>Funding is allocated where it directly links to academic study e.g. GCSE Dance, Catering.</p> <p>The impact of these interventions can then be measured by the progress these pupils make in the relevant subjects.</p>	<p>Deputy Headteacher responsible for PP</p>	<p>October 17 March 18 June 18</p>
Total budgeted cost					<p>£195,652</p>

iv. 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?
Individuals are supported to attend school regularly and on time and as a consequence their progress has improved	EWO (TTB)	The current attendance figure for PP pupils is less than that of non PP. Similarly, the current PA figure for PP pupils is greater than that of non PP and has increased since last year.	The EWO will work closely with the Attendance Manager and the Attendance Officer to ensure the system for monitoring PP pupils is very clear and consistently applied so that issues are highlighted before they become embedded, and strong relationships are formed to pre-empt problems.	Deputy Headteacher in charge of Attendance	October 17 March 18 June 18
Pupil Premium pupils eat breakfast before school and have a quiet place to work with adult support.	Breakfast Club / Study Hub	Pupils need to start the day adequately nourished and need to have somewhere to work that is conducive to study.	This year the biometric cash-free system will be used to monitor which pupils are attending breakfast club.	Deputy Headteacher responsible for PP	October 17 March 18 June 18
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.	5Rs Reward System.	Pupils need to have the knowledge, attitude, skills and habits to support high aspiration. We aim to achieve this through the mantra of the 5Rs: Respect, Resilience, Responsibility, Reflection, and Resourcefulness.	The pastoral POP (Pupils on the page) is updated and monitored daily to monitor pupil attitudes. This is strategically used by the Pastoral Team to plan interventions, but also to monitor whether improvements in attitude translates into improved attainment. The identification of pupils for rewards is fair, transparent and properly recorded.	Deputy Headteacher responsible for KS4	October 17 March 18 June 18
The 'cultural capital' of selected Pupil Premium pupils is improved and as a consequence progress in drama is improved.	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	Many of our PP pupils have a limited experience of the world and outside of education would not have the opportunity to watch a live performance. For those pupils studying drama this is particularly important.	The funding of theatre trips is limited to pupils who study drama and the impact of this will be measured through the progress made in this subject.	Subject Leader for Performing Arts	October 16 March 17 June 17
Total budgeted cost					£26,856

4. Review of expenditure (Pupil Premium Review – June 17)

v. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)										
<p>The gap in progress between pupils eligible for Pupil Premium and other pupils in literacy is closing.</p>	<p>Additional English teacher to deliver phonics.</p>	<p>High: Progress is improved overall and in all years PP progress is slightly better than other pupils.</p> <table border="1" data-bbox="748 392 1408 571"> <thead> <tr> <th>Year Group</th> <th>Gap between PP and Other (Spring 2 in-house data)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0.08</td> </tr> <tr> <td>8</td> <td>0.08</td> </tr> <tr> <td>9</td> <td>0.05</td> </tr> <tr> <td>10</td> <td>0.03</td> </tr> </tbody> </table> <p>Success Criteria: Met</p>	Year Group	Gap between PP and Other (Spring 2 in-house data)	7	0.08	8	0.08	9	0.05	10	0.03	<p>Our phonics programme has a history of being successful for our pupils. LSAs have received extra training in order to be able to deliver this programme and have done so this year along-side the class teacher. This has been very successful in terms of progress and also in terms of pupil enjoyment. It is something to pursue further next year.</p> <p>This approach will be continued in 2017-18.</p>
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7	0.08												
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9	0.05												
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<p>The gap in progress between pupils eligible for Pupil Premium and other pupils in maths is closing.</p>	<p>Additional maths teacher to work with small groups.</p>	<p>High: In Y7, 8 and 10 the gaps in progress between PP pupils and other pupils have remained small throughout the year. In Y9 the gap has closed but will remain a priority in the next academic year.</p> <table border="1" data-bbox="757 855 1352 1031"> <thead> <tr> <th>Year Group</th> <th>Gap between PP and Other (Spring 2 in-house data)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>-0.02</td> </tr> <tr> <td>8</td> <td>-0.15</td> </tr> <tr> <td>9</td> <td>-0.24</td> </tr> <tr> <td>10</td> <td>-0.04</td> </tr> </tbody> </table> <p>Success Criteria: Met</p>	Year Group	Gap between PP and Other (Spring 2 in-house data)	7	-0.02	8	-0.15	9	-0.24	10	-0.04	<p>The mastery curriculum has had a positive impact on progress in Y7 and Y8, with pupils from all starting points achieving marked progress. With discussion being a key element of the mastery approach, the smaller groups have been beneficial and a curriculum for all has had a positive effect. Adaptations are being made to the mastery assessment system to suit the lower attainers and will continue to be developed in the coming year. The current Y9 have not benefitted from Mastery in both of their preceding years and as a consequence their aptitude for problem solving is not as developed as in Y7 and 8. This will need to be a priority as this cohort moves into Y10.</p> <p>In the next academic year the Mastery curriculum will be extended into Y9. Year 10 and 11 will continue to follow the AQA scheme of work matched to the new curriculum which should feed into the new more challenging GCSE.</p> <p>This approach will be continued in 2017-18.</p>
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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)												
Reading skills and participation are improved in Y7, 8 and 9.	Sum towards Reading Manager.	<p>Medium: Engagement continues to increase with more books being borrowed from the library. (On average there has been a yearly increase of around 1000 more books borrowed each year for the last four years). The number of minutes per day of reading has also improved over the course of the year. See table below:</p> <table border="1" data-bbox="770 379 1341 501"> <thead> <tr> <th></th> <th>GIRLS</th> <th>BOYS</th> </tr> </thead> <tbody> <tr> <td>AUTUMN</td> <td>25 MINUTES</td> <td>21 MINUTES</td> </tr> <tr> <td>SPRING</td> <td>33 MINUTES</td> <td>21 MINUTES</td> </tr> <tr> <td>SUMMER</td> <td>34 MINUTES</td> <td>27 MINUTES</td> </tr> </tbody> </table> <p>There is an increase in reading compliance, which means that the pupils are reading more consistently throughout the year.</p> <p>Renaissance data shows the pupils' reading ages to be improving year on year, but there continues to be work to be done to ensure that all pupils are at least in line with their chronological age.</p> <p>Success Criteria: Partially met</p>		GIRLS	BOYS	AUTUMN	25 MINUTES	21 MINUTES	SPRING	33 MINUTES	21 MINUTES	SUMMER	34 MINUTES	27 MINUTES	<p>A new individual record card has been produced for pupils. This has had a very positive impact on engaged time and pupils enjoy discussing their reading progress.</p> <p>We are considering how the testing process can be more focused and timely to increase the accuracy of the reading ages and the subsequent analysis of impact.</p> <p>This approach will be continued in 2017-18.</p>
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Newly qualified teachers deliver quality first teaching.	Support for new staff through lesson observations and feedback (Interventions Team).	<p>High: Both trainees this year have reached the required standard in terms of consistently delivering QFT (programme assessments have identified areas of outstanding practice).</p> <p>All NQTs have been supported during the year by an in-school mentor who has regularly observed lessons and given feedback. In addition, all new teachers have been part of a Behaviour for Learning Programme, organised by an in-house behaviour specialist, involving CPD and additional observations.</p> <p>Success Criteria: Met</p>	<p>Feedback from new staff showed the CPD programme provided excellent support during their first year in the academy.</p> <p>The programme of training involved meetings for 2-3 evenings per week and this sometimes conflicted with other priorities. This will be streamlined this year to be delivered in one evening of high quality CPD.</p> <p>This approach will be continued in 2017-18.</p>												

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<p>Teachers of top sets are supported in delivering challenging lessons to High Attainers.</p>	<p>Lead teacher to observe and coach teachers of High Attainers. (Intervention Team)</p>	<p>Medium: As a result of targeted learning walks and input into CPD the intended support network has been created. Teachers approach the Lead Teacher to request support and results are regularly fed back to staff.</p> <p>Impact has been evident from staff confidence in planning lessons focused on stretch and challenge and in pupil voice where they are able to reflect on the barriers to their learning.</p> <p>Progress data gives evidence of improvement, but High Attainers continue to make the least progress based on KS2 starting points.</p> <table border="1" data-bbox="766 533 1296 716"> <thead> <tr> <th rowspan="2">Spring 2 In-house data</th> <th colspan="2">Progress 8 *</th> </tr> <tr> <th>Y10</th> <th>Y11</th> </tr> </thead> <tbody> <tr> <td>Low KS2APS <4</td> <td>0.18</td> <td>0.26</td> </tr> <tr> <td>Middle KS2APS =4</td> <td>-0.13</td> <td>-0.11</td> </tr> <tr> <td>High KS2APS >4</td> <td>-0.33</td> <td>-0.54</td> </tr> </tbody> </table> <p>The Honours Programme, which has involved a select group of pupils in each year group, has had a positive impact. The data below shows that the progress of these groups has improved in every year except for Y8.</p> <table border="1" data-bbox="761 935 1350 1182"> <thead> <tr> <th>Honours Programme</th> <th>Aut 1</th> <th>Aut 2</th> <th>Spr1</th> <th>Spr2</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: center;">Progress 8 Indicator **</td> </tr> <tr> <td>Year 7</td> <td></td> <td>-0.71</td> <td></td> <td>-0.62</td> </tr> <tr> <td>Year 8</td> <td></td> <td>-0.52</td> <td></td> <td>-0.6</td> </tr> <tr> <td>Year 9</td> <td>-0.4</td> <td>-0.37</td> <td>-0.44</td> <td>-0.33</td> </tr> <tr> <td colspan="5" style="text-align: center;">Progress 8 *</td> </tr> <tr> <td>Year 10</td> <td>0.09</td> <td>0.19</td> <td>0.24</td> <td>0.41</td> </tr> <tr> <td>Year 11</td> <td>0.09</td> <td>0.18</td> <td>0.14</td> <td>0.26</td> </tr> </tbody> </table> <p>* Progress 8 has been calculated with adjusted estimates. **Understanding the in-house data system for Y7-9: A progress score of -0.5 shows that 50% of pupils are reaching their challenging target.</p> <p>Success Criteria: Partially met</p>	Spring 2 In-house data	Progress 8 *		Y10	Y11	Low KS2APS <4	0.18	0.26	Middle KS2APS =4	-0.13	-0.11	High KS2APS >4	-0.33	-0.54	Honours Programme	Aut 1	Aut 2	Spr1	Spr2	Progress 8 Indicator **					Year 7		-0.71		-0.62	Year 8		-0.52		-0.6	Year 9	-0.4	-0.37	-0.44	-0.33	Progress 8 *					Year 10	0.09	0.19	0.24	0.41	Year 11	0.09	0.18	0.14	0.26	<p>The Honours Programme has successfully been embedded into the Stewards Curriculum and will definitely continue. Next year the development of a team of lead teachers will be considered to work on stretch and challenge within departments.</p> <p>Pupil aspiration needs to be influenced to ensure that some pupils are not happy settling for lower grades and that instead they push themselves to achieve their very best.</p> <p>To develop key skills of reflection and independent learning the introduction of the extended project as an extra qualification will be considered.</p> <p>This approach will be continued in 2017-18</p>
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vi. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)																										
<p>The progress gap in maths between pupils eligible for Pupil Premium and other pupils in Y7 and Y8 is closing.</p>	<p>One to One and One to Three tutors facilitated by Interventions Co-ordinator.</p>	<p>Medium: The pupils who were making the least progress were selected for small group intervention. This consisted of a weekly withdrawal lesson for one term (in most cases).</p> <table border="1" data-bbox="667 339 1361 443"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">No of pupils</th> <th colspan="5">Progress 8 Indicator*</th> </tr> <tr> <th>Aut 1</th> <th>Aut 2</th> <th>Spr 1</th> <th>Spr 2</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>21</td> <td>-0.9</td> <td>-0.4</td> <td>-0.6</td> <td>-0.4</td> <td>-0.5</td> </tr> <tr> <td>Y8</td> <td>32</td> <td>-0.8</td> <td>-0.6</td> <td>-0.6</td> <td>-0.6</td> <td>-0.5</td> </tr> </tbody> </table> <p>*Understanding the in-house data system: A progress score of -0.5 shows that 50% of pupils are reaching their challenging target.</p> <p>The in-house assessment data shows in both year groups the intervention groups made better progress in the Summer Term than in the Autumn Term. However both groups are still making progress below expectation.</p> <p>Success Criteria: Partially met</p>		No of pupils	Progress 8 Indicator*					Aut 1	Aut 2	Spr 1	Spr 2	Summer	Y7	21	-0.9	-0.4	-0.6	-0.4	-0.5	Y8	32	-0.8	-0.6	-0.6	-0.6	-0.5	<p>Some pupils struggled to appreciate the benefits of this intervention and the attendance and punctuality of these pupils were lower than expectation.</p> <p>Pupils that lacked confidence found it difficult to build a trusting relationship with the tutor in the time available.</p> <p>Alternative provision, such as the Renaissance Accelerated Maths programme will be considered in the next academic year.</p> <p>This approach will not be continued in 2017-18.</p>
	No of pupils	Progress 8 Indicator*																											
		Aut 1	Aut 2	Spr 1	Spr 2	Summer																							
Y7	21	-0.9	-0.4	-0.6	-0.4	-0.5																							
Y8	32	-0.8	-0.6	-0.6	-0.6	-0.5																							
<p>Pupils eligible for Pupil Premium are provided with the relevant support and guidance with regard to CEIAG and are fully aware of the various opportunities available to them, including further education and work based learning.</p>	<p>Sum towards Information and Guidance / Careers.</p>	<p>High: PP pupils were identified in the Autumn term and were given the opportunity to meet with GC to discuss the various careers and work related opportunities open to them. This also included discussion regarding further education and the suitable pathways available. All PP pupils attended their meeting and this was completed by the end of the Autumn term. The intended destinations of all pupils have been recorded and support has been provided for the completion of all applications.</p> <p>PP pupils have also had opportunity to attend the Post 16 event held at the leisure centre. Before the event the academic mentors ensured that pupils were well informed and understood the importance of attending this.</p> <p>This year we have begun to introduce CEIAG in younger years. In Y8, 12 PP Pupils visited Harlow college to discuss opportunities available to them and it is planned that a further 12 visit Writtle college for a similar experience.</p> <p>Success Criteria: Met</p>	<p>The CEIAG meetings will be planned a little earlier in the Autumn Term. This will provide them with more time to digest information and guidance in preparation for the Post 16 Careers event.</p> <p>We will look to continue and add to suitable visits to various providers.</p> <p>This approach will be continued in 2017-18.</p>																										

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Pupil Premium pupils make progress at least in line with national standards.	<p>Catch-up Programme. Y11 Small group tuition delivered by specialist staff in a range of subjects.</p> <p>(Interventions Team)</p>	<p>High: The Catch-up Programme for Y11, which consists of weekly sessions in small groups, ran throughout the year for 4 cycles of 6 weeks. There were a core group of staff from maths, languages, history, art and photography as well as volunteers from geography, drama, music, tech and English. Approximately 100 pupils (PP and non-PP) participated in each round.</p> <p>Daily follow-up by the Y11 Pastoral Support Manager and consistent expectations have ensured that this has been a positive process; pupils have accepted the programme as part of their normal day. Members of staff have found the attitude to the provision to be positive on the whole. Some PP pupils requested to be involved in additional sessions as they found it beneficial.</p> <p>Current in-house data shows a minimal gap between PP pupils and other pupils. The impact of this strategy will be further evaluated when the GCSE results are available.</p> <p>Success Criteria: Met</p>	<p>The launching of this provision in assembly meant there was real clarity of expectation from the beginning of the programme. Now in its third year, it has become an embedded strategy and more departments than ever have come on board.</p> <p>For next year's cohort, the first round is being implemented in the Summer Term of Y10 to get the ball rolling. Also next year all provision will be after school as there is no longer staffing capacity for this during lunchtime.</p> <p>This strategy will be led by a dedicated Raising Standards Leader (AHT) which is a new appointment for next year.</p> <p>This approach will be continued in 2017-18.</p>
	<p>Mentoring (Interventions Team).</p>	<p>Medium: A dedicated team of teachers was established and a robust model for support was put in place including collaboration with the PSMs to identify pupils to be mentored. Progress was monitored every half term and interventions were evaluated and amended if necessary every two weeks.</p> <p>The programme included:</p> <ul style="list-style-type: none"> • Motivating and challenging conversations • Attending lessons to give in-lesson support • Setting targets • Monitoring of IPR data / Y-N checks / coursework / Catch-up detentions and attendance • Celebrating achievements and building confidence <p>Current in-house data shows a minimal gap between PP pupils and other pupils. The impact of this strategy will be further evaluated when the GCSE results are available.</p> <p>Success criteria: Met</p>	<p>The inconsistencies from the previous year were addressed and a robust model based on consistency and quality of support has been introduced.</p> <p>This approach will not be continued with teaching staff in 2017-18 due to staffing constraints.</p>

	<p>3 Academic Mentors for PP pupils.</p>	<p>High: The role of the Academic Mentor has been further developed this year and a whole range of intervention has been introduced across the year groups, supported by the appointment of an additional Academic Mentor.</p> <p>Highly successful strategies include:</p> <ul style="list-style-type: none"> • A Y7 Barriers to Learning survey - information and strategies shared with staff • Y7 University visits • Advice meetings with all Y8 pupils before making options choices • Y9 college visits • Homework support clubs for Y9 and Y10 <p>The use of half-termly data collections have continued to ensure that intervention is targeted effectively.</p> <p>Current data show that the progress gap between PP and Other Pupils in Y11 and Y10 has closed to -0.06 and -0.05 respectively.</p> <p>Success criteria: Met</p>	<p>In 2015-16 this provision was mainly focused on Y11. This year with the appointment of an additional Academic Mentor the intervention strategies have been more spread across year groups.</p> <p>This is an excellent provision that is continuing to reap dividends.</p> <p>This approach will be continued in 2017-18.</p>
<p>Pupil Premium pupils have opportunities to explore art as a way of dealing with a range of emotional issues.</p>	<p>Sum towards art intervention</p>	<p>Low: Due to various staffing issues within the art and design department this intervention did not go ahead as planned.</p> <p>Success Criteria: Not met</p>	<p>This approach will not be continued with teaching staff in 2017-18 due to staffing constraints.</p>
<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>Sum towards Music intervention / Music Tuition.</p>	<p>Medium/Low: Music Intervention involved three pupils this year. Pupils developed resilience and independence through the sessions which led to their participation in extra-curricular performances including the Steel Pan Ensemble. Classwork has improved in music for these pupils also as the sessions were sometimes used to practice lesson content. Pupils were able to tutor and lead others in their classes during lesson time.</p> <p>Pupils for Music Tuition were chosen from a list of high ability pupils who also performed well in the year 7 music baseline test. Some very dedicated pupils have emerged from the piano group tuition and the woodwind tuition. Our successful pupils have taken part in public performances such as Presentation Evening, Summer Concert and the Steel Pan performance. They also come to rehearse independently and encourage their friends to play with them.</p> <p>Success Criteria: Partially met</p>	<p>Woodwind lessons and the Woodwind Ensemble have developed quickly having been organised through Music School and the piano/keyboard tuition has been more successfully delivered by the Performing Arts Technician. The keyboard tuition will continue to be organised this way.</p> <p>Pupils who were less successful were those whose attendance was poor and those who didn't have parental support. Some pupils also lost interest in learning an instrument.</p> <p>Parental engagement needs to be further encouraged and developed. Home practice needs to be better monitored and organised. Plans are already in place to do this.</p> <p>This approach will be continued with modifications in 2017-18.</p>

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
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>Medium: Regular requests have been received for uniform, equipment, trips and activities. There is an increased awareness of this facility. All requests came within budget and were agreed.</p> <p>The Y7 Let's Get Cooking Course had ingredients funded by this stream. This is a weekly programme of cookery skills that runs over one term. Over the course of the year all Y7 PP pupils attended.</p> <p>No requests were made for dance classes.</p> <p>Success criteria: Met</p>	<p>PP is now an embedded focus in the academy and members of staff are aware of the support available and readily request this.</p> <p>The introduction of a parents' session at the end of the Y7 Lets Get Cooking Course was successful and a useful way to increase parental engagement in Y7.</p> <p>We need to ensure that we proactively seek all opportunities to support pupils.</p> <p>This approach will be continued in 2017-18.</p>

vii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)																		
Pupil Premium pupils eat breakfast before school and have a quiet place to work with adult support.	Breakfast Club / Study Hub	<p>Medium: The attendance of the breakfast club was periodically monitored throughout the year. The percentage of attendees is seen below. A higher proportion of the PP pupils attend. It was observed that the pupils found this a pleasant start to the day. No pupils were found to be studying, but there were no checks taken out in the summer term closer to exams.</p> <table border="1" data-bbox="781 916 1296 1166"> <thead> <tr> <th>Check-in</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>43%</td> <td>57%</td> </tr> <tr> <td>2</td> <td>42%</td> <td>58%</td> </tr> <tr> <td>3</td> <td>41%</td> <td>59%</td> </tr> <tr> <td>4</td> <td>43%</td> <td>57%</td> </tr> <tr> <td>5</td> <td>53%</td> <td>47%</td> </tr> </tbody> </table> <p>Success Criteria: Partially Met</p>	Check-in	PP	Non PP	1	43%	57%	2	42%	58%	3	41%	59%	4	43%	57%	5	53%	47%	<p>The dining room used was seen to be rather busy at times.</p> <p>The following changes may be considered for the following year:</p> <ul style="list-style-type: none"> • Use of the larger dining room (to encourage the use as a study /reading space) • Provision of high GI foods • Combination of breakfast club and exam check-in during exam periods <p>Academic Mentors will also monitor attendance at regular intervals throughout the year and consider the break down across the year groups.</p> <p>Regular reminders will be given in assemblies about this facility as well as others such as Homework Club and Careers Advice.</p> <p>This approach will be continued in 2017-18.</p>
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<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>5Rs Reward System.</p>	<p>Medium: Whilst there was minimal difference between the attendance of the PP pupils in Y7 with other pupils, the gap widened through Y8-10. Y11 in general have been less positive about the merit system as they concentrate on their GCSEs.</p> <table border="1" data-bbox="669 355 1267 684"> <thead> <tr> <th>Year</th> <th>PP</th> <th>other</th> <th>Total PP</th> <th>Total other</th> <th>pp %</th> <th>other %</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>58</td> <td>107</td> <td>81</td> <td>144</td> <td>71.60</td> <td>74.31</td> </tr> <tr> <td>8</td> <td>41</td> <td>98</td> <td>77</td> <td>140</td> <td>53.25</td> <td>70.00</td> </tr> <tr> <td>9</td> <td>18</td> <td>70</td> <td>60</td> <td>145</td> <td>30.00</td> <td>48.28</td> </tr> <tr> <td>10</td> <td>11</td> <td>45</td> <td>79</td> <td>128</td> <td>13.92</td> <td>35.16</td> </tr> <tr> <td>11</td> <td>15</td> <td>47</td> <td>64</td> <td>141</td> <td>23.44</td> <td>33.33</td> </tr> </tbody> </table> <p>Success Criteria: Partially met</p>	Year	PP	other	Total PP	Total other	pp %	other %	7	58	107	81	144	71.60	74.31	8	41	98	77	140	53.25	70.00	9	18	70	60	145	30.00	48.28	10	11	45	79	128	13.92	35.16	11	15	47	64	141	23.44	33.33	<p>The rewards system has been highly successful in Y7 in terms of minimising the gap between PP and other pupils for the attendance of the celebration events. In Y8 there is a good degree of success with over half of PP pupils attending.</p> <p>In higher years, where the new system was not introduced from Y7, there has been less impact. Next year the Rewards and Sanctions policy will continue to be refined to maximise the impact of this intervention.</p> <p>This approach will be continued in 2017-18.</p>
Year	PP	other	Total PP	Total other	pp %	other %																																							
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<p>The 'cultural capital' of selected Pupil Premium pupils is improved and as a consequence progress in drama is improved.</p>	<p>Provision of transport for theatre trips</p>	<p>Medium: Individual pupils have been able to access a range of theatre with the cost completely covered. This had allowed them to see a range of styles of theatre and gain the experience of going to different theatres.</p> <p>Evaluation of live theatre will be part of the written exam for the new specification. Seeing a range of live theatre is also an important part of pupils' development in their own work.</p> <p>An additional intervention this year was a professional lighting workshop in (80 pupils in total, large proportion PP). This was very successful.</p> <p>Success Criteria: Partially met</p>	<p>In 2015-16 the transport of all theatre trips was subsidised and all pupils benefitted from this. This strategy was honoured for the planned Aladdin trip.</p> <p>For subsequent trips identified PP pupils who have highlighted financial difficulties have had the cost of their place paid for completely. This has been only a small selection of pupils however.</p> <p>The original intention was to plan an additional trip for PP pupils in Y8. This has not happened due to staffing capacity. This will be considered for the next academic year.</p> <p>This approach will be continued in 2017-18</p>																																										

1. Additional Detail	
<p>Children in Care (Virtual schools Pupil Premium)</p>	<p>Pupil Premium funding for Children in Care is used to employ a dedicated Learning Mentor who works with these pupils to ensure that they receive appropriate support. The Learning mentor works with the pupils both in and out of lessons and liaises frequently with parents and social services. The impact of this approach is clearly evident.</p>
<p>Alternative Education Provision (£2,805)</p>	<p>Three pupils are educated by an external provider and the PP funding for these pupils is forwarded to the relevant provider. This funding is included in the total amount as shown on the first page.</p>