

# Pupil Premium Strategy

Provision overview >>



# Pupil Premium strategy statement:

1. Summary information					
<b>School</b>	Sir Bernard Lovell Academy				
<b>Academic Year</b>	2018 / 2019	<b>Total PP budget</b>	£178,000	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	977	<b>Number of pupils eligible for PP</b>	181	<b>Date for next internal review of this strategy</b>	February 2019

2. Current attainment				
	2016	2017	2018	Current Predictions
Number of students / Number of students eligible for the Pupil Premium	168 / 31	165 / 32	120/33	119/22
Basic Measure Non PP / PP	52% / 28%	67.9% / 40.6% ↑	64.2% / 45.5% ↑	77.8% / 62.9% ↑
Attainment 8 Non PP / PP *	47.72 / 32.97	43.6 / 32.8	41.5 / 34.2 ↑	46.8 / 36.8 ↑
Progress 8 Non PP / PP *	-0.45 / -1.34	-0.34 / -1.27 ↑	-0.48 / -0.68 ↑	-0.27 / -0.75

\* Please note this data may be subject to change

3. Barriers to future attainment (for students eligible for PP including high ability)
Attendance
Progress for the most able students
Lack of equipment (including revision materials)
Behaviour for learning (resulting in fixed term exclusions)
Year 10/11 progress - deficits in some optional subjects
Aspirations and awareness P16 education
Aspirations for higher education
Cultural capital

#### 4. Planned expenditure

Academic year

2018/2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost / Time
Quality first teaching to improve outcomes for students eligible for Pupil Premium.	<ul style="list-style-type: none"><li>TBC</li></ul>	TBC	TBC	KDE	£10,000
English	TBC	TBC	TBC	CSL	TBC
Improve outcomes in science	Science specialist support teacher to provide targeted support for individuals and groups of students who are falling behind in science at all key stages.	To reduce the gap in science outcomes between Pupil Premium and non-Pupil Premium students in science at both KS4 and KS3.	For each the students chosen for support, their science deficits will be identified by their science teacher/ staff lead. Student progress will be monitored and areas of deficit regularly updated. Support will be adjusted to ensure student needs are being addressed.	BGO / SRO	£18,000

Improve outcomes in Maths.	Specialist tutor Extras maths classes Targeted and adapted timetables.	Analysis of last year's data shows that the gap between all students and PP students achieving 9-5 in maths was 11% and for 17/18 this has decreased to 4%. The progress 8 score for PP and non-PP for 17/18 only a gap of 0.01, this shows that there is very little difference in results of PP and Non-PP students.	Students who are chosen for each group will have personalised learning checklists. The Maths team will make sure that the class teacher is consulted each week by the Maths tutor to update on what those students are finding difficult in class, so that teaching can be adapted.	JRR / RWS	£9,000
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## ii. 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	Cost / Time
Provide high quality intervention and support in all curriculum areas.	All curriculum areas will have access to devolved additional funding for students eligible for the Pupil Premium.	<p>Actions and strategies bespoke to individual subjects will allow curriculum teams to better select specific actions to meet the needs of students' deficits.</p> <p>Curriculum team leads and teachers may choose interventions such as:</p> <ul style="list-style-type: none"> <li>• Additional sessions / lessons</li> <li>• Revision guides</li> <li>• Support to access sessions</li> <li>• Specialist equipment</li> </ul>	Actions will be selected and quality assured in discussion with SLT line managers. Impact will be reviewed by CTLs and SLT line managers in line with existing data analysis cycles.	DKN / SLT line mangers	£15,000
<p>Improve outcomes in core subjects.</p> <p>Profile specific deficits across all years.</p>	Pupil Premium coordinators in Maths, English and Science.	<p>A Pupil Premium coordinator in core subjects will add capacity to the leadership structure of the curriculum teams allowing them to focus more precisely on the progress of students eligible for the Pupil Premium.</p> <p>Profiling, logging and tracking the deficits of students across all year groups will allow the Academy to react to the specific needs of students eligible for the Pupil Premium.</p>	The Pupil Premium coordinators will meet regularly with the Assistant Principal responsible for the Pupil Premium strategy. Action and impact will be raised and discussed at SLT meeting.	DKN	£8,000

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Cost / Time
Ensure all students eligible for the Pupil Premium are fully equipped and ready to learn.	Provide equipment for day to day school.	Access to the correct equipment in school will provide smoother starts to lessons and enable better progress during the lesson. Providing students eligible for the Pupil Premium with equipment to take home will encourage home work to be completed to a high standard.	DKN / PP coordinators / House teams	£3,000
Raise the aspirations and awareness P16 education routes.	Learning trips, visits and on-site events are funded for students eligible for the Pupil Premium.	If a student has a positive practical experience of P16 routes and destinations it will help maintain motivation towards personal goals.	Various CTLs	£5000
Increased attendance rates for students eligible for the Pupil Premium.	Music / instrument lessons.	We can't improve attainment for children if they aren't attending school. NfER briefing for school leaders identifies addressing attendance as a key step. A passion for musical hobby can provide the drive to come to school and enjoy the experience.	CTL for C&M	£2,000
Provide pastoral and whole-person support.  Increased attendance rates for students eligible for the Pupil Premium.	Breakfast club and free lunches.	A free healthy breakfast can encourage students to come to school regularly and arrive on time. A good meal at the start of the day will also help students work hard all day and can also reduce erratic behaviours.	Kitchen manager	£3,000
Disruptive behaviour in KS4 addressed.	Provide appropriate alternative provision.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.	DKN	£10,000
Ensure all students are in correct Academy uniform.	Provide uniform vouchers for parents/carers of students eligible for the Pupil Premium.	A consistent school uniform can improve learning by reducing distraction, sharpening focus on schoolwork and making the classroom a more serious environment, allowing students to perform better academically.	DKN	£5,000
TBC	Behaviour Mentor	TBC	DKN	TBC

TBC	Bright Sparks	This programme is aimed at disadvantaged / disengaged boys in year 9. They do 1 classroom lesson in which they cover life skills, anger management, goal setting, making good choices etc and then 1 hour practical rugby session. The course also includes trip to Ashton Gate, Twickenham and a crime prevention team coming into school. There are 10 boys on this course and we have already seen a decrease in the amount of referrals to IR from boys in this group.	MSS	£5000
Raise cultural capital and literacy skills	Literacy scheme	The transition to secondary school can often be a time when students might naturally drift away from reading, so this scheme brings them to the library and gives them a book of their very own, to read for pleasure. Students find a book they will love, regardless of interest or ability, and encourages students' development as independent readers.	LRI	£1000
Raise cultural capital and literacy skills	Literacy scheme	Lexia is an online resource used to improve literacy. The students work in classes of 30 in year 7, 8 and 9 for 1 hour week and are removed from their normal timetabled lessons. Students in year 10 and 11 will work through Lexia if they have time on their timetable in Learning Support or may access it at home. They work independently at a level that is set according to each students need through an initial assessment. We hope to improve our students literacy so that they are able to access the curriculum.	KHN/SCO	£3,000
Raise the aspirations and awareness P16 education routes.	Students eligible for the Pupil Premium included in 'Aspire Group'.	Last academic year 'Aspire Group' students took part in a variety of learning visits that included further education destinations. All students reported that they found the program very valuable and they now have a clear idea of their P16 options.	GJS / SRE / CMU	£2,000
Support the mental health of pupils eligible for the Pupil Premium	Provide free access to the school counsellor	Pupils will be referred to school counsellor, school mentor or Life Coach via their Heads of House for pastoral support. Pupils will have identified a concern to Heads of House that will mean they require further support to enable them to thrive at school, access the curriculum and to secure their long term mental health and well-being.	AMO	£3,000
Dedicated staffing to represent pupils eligible for the pupil premium across the Academy's leadership structure.			DKn	£40,000
Attendance manager to support students maintain the highest possible attendance.			SWH	£10,000
Contingency for in-year interventions and bespoke support.			DKN	£26,000

## 5. Review of expenditure

Previous Academic Year    2017/2018

Desired outcome	Chosen action/approach	Impact / Lessons learned
Improve outcomes in English for students eligible for Pupil Premium.	Additional English lessons and smaller class sizes. Teaching has been judged good or better by many external sources, including HMI. Historical outcomes suggest that classroom intervention is the most effective method in English for raising outcomes. Smaller classes will have a disproportionately higher impact on disadvantaged pupils.	<p>Last year, funding was used to increase staffing in English allowing us to reduce class sizes in KS4. In 2016/17, the average class size in English was 26. This was reduced in 2017/18 to 21. Smaller class sizes have enabled the team to spend more time with PP students in class and being able to offer more effective use of visualisers to aid learning, helping students annotate their own copies of texts and promoting the use of dictionaries and thesauri.</p> <p>Data analysis has shown the following positive impact:</p> <ul style="list-style-type: none"> <li>• Progress 8 for leavers has increased to -0.5 from -1.2</li> <li>• In 2016/17, the percentage of pupil premium students gaining grades 9-5 in English Literature was 22.2% in 2017/18 this rose to 32.3%</li> <li>• Students gaining a grade in English literature increased to 100% from 85%.</li> </ul>
Improve outcomes in Maths for students eligible for Pupil Premium.	Specialist tutor. Extras maths classes. Targeted and adapted timetables.	<p>Last year, funding was used to employ an intervention teacher for mathematics. The intervention teacher supported key classes and focused on PP students. PP students that were under achieving dropped one of their option subjects to have extra maths lessons with the intervention teacher, these class sizes were under 10 students to help maximise impact.</p> <p>Data analysis shows that in the year 16/17 the gap between all students and PP students achieving 9-5 in maths was 11% and for 17/18 this has decreased to 4%. The progress 8 score for PP and non-PP for 17/18 only a gap of 0.01, this shows that there is very little difference in results of PP and Non-PP students.</p>
Raise cultural capital and literacy skills for students eligible for Pupil Premium.	Literacy scheme for year 7 students. ( <i>Buzzbook</i> )	<p>During the scheme students have had lots of fun choosing their book, including watching a video of the authors, and discussing the books with their class. We are looking forward to giving the new books out later this term.</p> <p>Data analysis has shown the following positive impact:</p> <ul style="list-style-type: none"> <li>• Across all subjects the percentage of more able Y7 students who are meeting or exceeding their TG increased from 63% to 80% during this academic year</li> <li>• In English the percentage of all Y7 students meeting or exceeding their TG increased from 78% to 87% during this academic year.</li> </ul>

<p>Provide high quality intervention and support in all curriculum areas.</p>	<p>All curriculum areas will have access to devolved additional funding for students eligible for the Pupil Premium.</p>	<p><b>Science</b> - Additional funding was used to buy revision books for all year 10 PP students. Year 11 PP had been provided with revision books at the start of their GCSE. Funding was also used to for revision resources for year 11 PP students.  In 2016/17 the average value added for PP students in science was -0.769 compared to -0.377 for all students. In 2017/18, this improved to value added of -0.138 for PP students compared to -0.160 for all students, with PP students +0.022 above all students and a PP improvement in value added of +0.631 from the previous year.</p> <p><b>Geography</b> - Funding was used to provide free revision guides and workbooks to students in receipt of the PP. Also, to fund places on compulsory trips. Results showed that PP students were closer to their target than non-PP students.</p> <p><b>Values and Beliefs</b> - Year 11 PP students were provided with a textbook and additional support materials. In their GCSE results the PP students had a difference from EAP targets of 0.0 grades.</p> <p><b>MFL</b> - PP funding was used to buy vocabulary, grammar and translation workbooks for Year 11 in French and German. This enabled more independent work at home.</p> <p><b>Drama</b> – Students were provided with revision guides and workbooks, funding was also used to provide theatre ticket. These actions raised the EAP difference for PP students in line with their peers.</p> <p><b>Design Technology</b> – Funding was used to buy revision guides; contribute to materials; to buy ingredients in food for every cooking lesson; extra printing of resources can be photocopies; past papers if no internet access. In food technology all students eligible for the Pupil Premium achieved a level 2 pass or higher, 5 out of 6 students met or exceeded their target grade.</p> <p><b>PE</b> – Kit and equipment was bought for students so that they were able to take part fully in lessons. Revision guides were bought for all PP students and we also paid for their place at the revision conference. The percentage of year 11 students eligible for the Pupil Premium achieving grades 9-4 increased to be higher than their peers.</p> <p><b>D of E</b> - Participation places – the Academy was able to pay for part of the participation places for the PP students and part of their expedition costs. All PP students passed and gained their Bronze awards.</p>
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<p>Improve outcomes in core subjects.</p> <p>Profile specific deficits across all years and priorities actions and interventions.</p>	<p>Pupil Premium coordinators in Maths, English and Science.</p>	<p>These roles have allowed for forensic data analysis and appropriate actions to be implemented across core subjects. We have noted positive impacts in the overall percentage of students meeting or exceeding their target grade, here are some examples:</p> <ul style="list-style-type: none"> <li>• The attainment of more able PP students in year 7 increased from 63% to 79% through the course of last academic year</li> <li>• The attainment of lower ability PP students in year 8 increased from 64% to 74% through the course of last academic year</li> <li>• The percentage of PP girls in year 10 predicted to achieve the 'basic measure' increased from 61% to 82%</li> <li>• Please note the year 11 attainment at the top of this document.</li> </ul>
<p>Increased attendance rates for students eligible for the Pupil Premium.</p>	<p>Music / instrument lessons.</p>	<p>Student voice indicates that these incentives are very popular and contribute to target students enjoying their whole school experience, we have noted the following impact in our attendance figures:</p> <ul style="list-style-type: none"> <li>• Students eligible for the Pupil Premium Last year, end of term 1 = 89.67% This year, term 1 week 5 = 92.15%</li> <li>• Students eligible for free school meals Last year, end of term 1 = 88.95% This year, term 1 week 5 = 90.94%</li> <li>• Girls Vs Boys (PP) Last year, end of term 1 = Boys 89.7% and Girls 91.2% This year, term 1 week 5 = Boys 90.7% and Girls 92.3%</li> </ul>
<p>Provide pastoral and whole-person support.</p> <p>Increased attendance rates for students eligible for the Pupil Premium.</p>	<p>Breakfast club and free lunches.</p>	
<p>Disruptive behaviour in KS4 addressed.</p>	<p>Provide appropriate alternative provision.</p>	<p>Alternative provision for KS4 students who were struggling to access their curriculum enabled to behaviour pastoral team to provide proactive support for a wider range of students.</p> <ul style="list-style-type: none"> <li>• 'Leaders have successfully brought about important improvements to pupils' behaviour' – OFSTED 2018</li> <li>• 'Over the last 12 months, behaviour at the school has improved considerably' – OFSTED 2018</li> <li>• Referrals to the Isolation Room have decreased from 80 p/w during term 1 to 30 p/w in term 5.</li> <li>• In term 1 the average number of FTEs was 14 p/w, this dropped to an average of 3 in term 5.</li> </ul>
<p>Ensure all students are in correct Academy uniform.</p>	<p>Provide uniform vouchers for parents/carers of students eligible for the Pupil Premium.</p>	<p>Tutors play a key role to ensure all students meet our formal uniform policy, students' uniform is checked every morning and reported in real time to the pastoral team.</p> <ul style="list-style-type: none"> <li>• 93.3% of our students are in full uniform</li> </ul>