

Priory Belvoir Academy Pupil Premium (PP) Strategy

1. Summary information					
Academy	Priory Belvoir Academy				
Academic Year	17/18	Total PP budget	17/18 £59,968	Date of most recent PP Review	Sept 18
	18/19		18/19 £62,989		
Total number of pupils	17/18 - 549	Number of pupils eligible for PP	17/18 - 70	Date for next internal review of this strategy	Sept 19
	18/19 - 581		18/19 - 78		
2. Current attainment - Current validated data from 16/17 (17/18 validated data available in Jan 19).					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving basics measure (Ma/En 5+)			47%	42%	
Progress 8 score			0.29	0.11	
Attainment 8 score			49.03	49.51	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Standards of Literacy and Numeracy				
B.	Engagement in wider life of school				
C.	Aspirations				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					

D.	Attendance	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Students in receipt of the Pupil Premium leave the Academy with good standards of literacy and numeracy and outcomes are in line with their NPP peers. In year 7-8, this will be measured through PP performance against targets as compared to NPP students. Reading ages will also be measured. In both English and Mathematics, formal assessments will also be reviewed and monitored. In KS4, PP performance will be monitored via 4Matrix across all departments, at least 4 times a year.	Mathematics and English outcomes are above that of PP students nationally. The gap between PP and NPP students are closed.
B.	All Pupil Premium students will engage in the wider cultural, social and moral experiences offered by the Academy. This will be monitored through the Head of Year system and captured in student engagement and awards in the "Peacock Pride" scheme.	All pupil premium students have secured a Peacock Pride award in one of the additional areas, and engagement in the awards is comparable to NPP students.
C.	All students will be aspirational for their future. They will have clear pathways and destinations post 16 and Pupil Premium students will be proportionally represented in the sixth form and, post study, University and Higher Education. This will be measured using 4matrix, ensuring that students are meeting and exceeding their targets, through RAP meetings between DH and Heads of Dept.	The number of students entering sixth form and Level 3 study is proportionally represented. There will be no students not in education, employment or training.

D.	Pupil Premium attendance is in line with Non Pupil Premium attendance. This will be monitored by the Assistant Head teacher, Heads of Year and a weekly SLT meeting.	There are no gaps in attendance between PP and non PP students. Attendance for all students is above the national average.
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5. Review of expenditure				
Previous Academic Year		17/18		
i. Quality of teaching for all				
Action	Intended outcome	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)	Cost
Dedicate % of Deputy Head's time and energy time to Pupil Premium strategies	Increased profile of Pupil Premium students in all structures of the school – teaching/learning , pastoral and outcomes	Increased culture of awareness of issues surrounding pupil premium which leads to not only discussions across the staff body about strategies, but a decrease in gaps in attendance and learning. This is beginning to occur and particularly evident in KS3.	There has been a cultural shift in understanding of issues surrounding PP and all staff now make appropriate interventions within the classroom and outside it. More specific 'actions' need now to be implemented in a synthesised 'joined up' manner with the Head of Year being the central point of contact. HOY will be given more dedicated time to do this.	£9244

<p>Dedicate % of Assistant Head (Teaching and Learning and Pastoral) time and energy time to Pupil Premium strategies</p>	<p>Increased profile of Pupil Premium students specifically in regard to teaching approaches.</p>	<p>Increased culture of awareness of best strategies to use to engage and inspire pupil premium students in the classroom</p> <p>This is beginning to occur and particularly evident in KS3</p>	<p>There has been a cultural shift in understanding of issues surrounding PP and all staff now make appropriate interventions within the classroom.</p> <p>This strategy has now largely been embedded so we will be able to deploy some of these finances into more specific interventions next year.</p> <p>More specific 'actions' need now to be implemented in a synthesised 'joined up' manner with the Head of Year being the central point of contact – e.g. teachers are aware that pupil premium students need to be 'given' revision guides and do so – but we now need systems to specifically help PP students access these materials.</p> <p>This will occur by deploying a specialist mentor.</p>	<p>£10,387</p>
<p>Dedicate significant teacher training time to PP strategies</p>	<p>Increased profile of Pupil Premium students specifically in regard to teaching approaches.</p>	<p>Increased culture of awareness of best strategies to use to engage and inspire pupil premium students in the classroom</p> <p>This is beginning to occur and particularly evident in KS3</p>	<p>There has been a cultural shift in understanding of issues surrounding PP and all staff now make appropriate interventions within the classroom.</p> <p>This strategy has now largely been embedded so we will be able to deploy some of these finances into more specific interventions next year.</p> <p>More specific 'actions' need now to be implemented with the Head of Department taking broader interventions – as prompted through new accountability system under the Deputy Head teacher.</p>	<p>£6000</p>
<p>ii. Targeted support</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

Provide dedicated one to one support for selected students – externally and internally	Increased confidence particularly in regard to reading	This led to increased reading age for selected students, as well as increased attendance and engagement in school.	Dedicated time works. Develop one to one in future – and incorporate wider mentoring than just reading	£3759
Selected students to gain access to music lessons	Increased ability in music for selected students	This led to increased self-esteem and engagement in school leading to increased attendance.	Specific strategies to engage students do work. Develop system with HoY so they can identify student’s interests and delegate authority to deploy resources where available and accessible.	£196
Give revision materials and other educational resources to students where appropriate	Remove financial barrier so certain students can access same materials as others	The desire was to affect all students across every subject. Certain subjects were active in this strategy and gained very good results with PP students – e.g. Geography	Where students not only had access to revision guides but were given the specific skills to use them they succeeded. This more tailored approach now needs to occur across subjects, and an easier system will be created to help HEADS OF Department access the PP budget for these resources.	£270
Give access to educational trips	Remove financial barrier so certain students can access trips similar to other students	This led to increased self-esteem and engagement in school leading to increased attendance for most students.	Develop system with HoY so they can identify student’s interests (re: trips) and delegate authority to deploy resources where available and accessible.	£440

iii. Other approaches				
Action	Intended outcome	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)	Cost
Create safe and secure Pastoral Base	All students and particularly more vulnerable ones feel secure with a strong pastoral and discipline system- and with a place of retreat if necessary	Students suffering low self-esteem / anxiety as well as those with behavioural issues will be more easily catered for in school – thus increasing a sense of security and order, which will increase attendance and engagement. Significant gains made with Year 11 and 7 already	Successful base established and will be further developed as HOY cross fertilise more as months and years go by.	£28,162
Have access to Melton Behaviour Partnership: Alternative Provision and tailored mentoring programmes	Individual students who are 'at risk' given appropriate interventions – thus enabling them to access appropriate level of education	At risk students to remain in school accessing full education. For those who mainstream education is not viable – to offer an alternate provision that gives them 'pathways'	This was a successful partnership, with students being able to remain in school as a result of strategies gained and students benefitting from the alternative provision. Continue next year	£6000

Give students and staff access to GCSEPOD	Year 9-11 students have easy access to this technology	Student engagement was very high – over 10,000 podcasts viewed in under 6 months leading to positive P8	PP students need to be directed to this technology – and this will occur next year through more intervention with tutors and SSA mentoring	£1536
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6. Planned expenditure

Academic year

18/19

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

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Dedicate % of Deputy Head's time and energy time to Pupil Premium strategies	Increased profile of Pupil Premium students in all structures of the school – teaching/learning, pastoral and outcomes	Research evidence suggests collective efficacy is primary reason for increased outcomes. The DH spearheading initiatives helps to bring this.	Through staff voice Through learning walks and observations as leaders scrutinise plans, books	MO	Sept 19

Dedicate % of Assistant Head (Teaching and Learning) time and energy time to Pupil Premium strategies	Increased profile of Pupil Premium students specifically in regard to teaching approaches.	Educational Endowment Foundation suggest evidence based teaching strategies are fundamental to good outcomes for PP students – so high profile of AHT is crucial to implement these strategies time	Through weekly SLT meetings – where actions in development plan will be held to scrutiny	LN/ MO	Sept 19
At least one full day (spread over various sessions) of teacher training time dedicated to teaching strategies evidenced to help make significant progress for PP	Teacher’s implementing evidence based teaching strategies that lead to good outcomes	EEF research findings	Thorough QA system that monitors the implementation of good teaching strategies	JT	Sept 19
Total budgeted cost					£17,573
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Provide dedicated one to one support for selected students in Year 11 – from member of support staff. And from outside agencies as and when required	Very strong results from these students	The SSA leading this is highly skilled with a knowledge not only of various subjects, generic skills needed but also the emotional needs of the young people	Regular meetings with the SSA and his line manager	PH / FJ	Sept 19
Selected students to gain access to extra curricula input outside of school	Increase engagement in school life	Success in previous years	DH has established a system with Heads of Year to identify students with needs and give them easier access to finance – DH will be gatekeeper	MO	Sept 19
Give access to educational trips	Increase engagement in school life	Remove financial barrier so certain students can access trips similar to other students	DH has established a system with Heads of Year and Heads of Dept where they identify students with needs and give them easier access to finance – DH will be gatekeeper	MO	Sept 19

Give educational resources and revision materials and other educational resources to students where appropriate	Directly influence outcomes	Remove financial barrier so certain students can access the same materials as others. Where this strategy has been deployed it has worked well, in conjunction with good mentoring	DH has established a system with Heads of Year and Heads of Dept where they identify students with needs and give them easier access to finance – DH will be gatekeeper	MO	Sept 19
Total budgeted cost					£8000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Create extra non-teaching capacity for Heads of Year to work from the Pastoral Base	Create more time specifically to understand and intervene with vulnerable students	Our analysis of 17/18 revealed success stories centred on personalised approaches. This model enables that.	Each Head of Year will produce a report for each student with actions that the DH will hold to account	MO	Sept 19

<p>Redeploy members of support staff to have responsibility for monitoring attendance, reading and pastoral issues – two of these individuals are based in the Pastoral Hub</p>	<p>Higher levels of understanding of personal issues surrounding key issues</p>	<p>Our analysis of 17/18 revealed success stories centred on personalised approaches.</p> <p>This model enables that.</p>	<p>Assistant Head teacher giving weekly feedback to SLT on pastoral and attendance issues</p>	<p>TW</p>	<p>Sept 19</p>
<p>Have access to Melton Behaviour Partnership: Alternative Provision and tailored mentoring programmes</p>	<p>Individual students who are ‘at risk’ given appropriate interventions – thus enabling them to access appropriate level of education</p>	<p>At risk students to remain in school accessing full education.</p> <p>For those who mainstream education is not viable – to offer an alternate provision that gives them ‘pathways’</p>	<p>This was a successful partnership, with students being able to remain in school as a result of strategies gained and students benefitting from the alternative provision.</p> <p>Continue next year</p>	<p>TW</p>	<p>Sept 19</p>
Total budgeted cost					£45,304
7. Additional detail					

