Our strategy for 2017/18

Pupil premium strategy statement

1. Summary information					
School	Ipsley CE RSA Academy				
Academic Year	2017/18	**Total PP budget**	£226,493.71	**Date of most recent PP Review**	n/a
Total number of pupils	593	**Number of pupils eligible for PP**	202 (34%)	**Date for next internal review of this strategy**	Oct 2017

2. Current attainment				
	Pupils eligible for PP	*Pupils not eligible for PP*	*Pupils eligible for PP (national average)*	*Pupils not eligible for PP (national average)*
% achieving in reading, writing and maths (Keys Stage 2 SATS)	52%	66%	39% (2016)	60% (2016)
% achieving in reading (Keys Stage 2 SATS)	62%	78%	53% (2016)	72% (2016)
% achieving in writing in (Key Stage 2 SATS)	69%	79%	64% (2016)	79% (2016)
% achieving in maths in (Key Stage 2 SATS)	67%	83%	58% (2016)	76% (2016)
% making expected progress in English (GL Assessments Year 8 exit data)	72%	82%	-	77% *
% making expected progress in Maths (GL Assessments Year 8 exit data)	78%	72%	-	77%*

* No national figure for PP and non PP – total given is the national average for all pupils

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Low starting points in Reading, writing and maths on entry to the academy, despite average KS1 outcomes.
B.	Limited vocabulary and oracy skills which affect confidence, self-esteem and specifically affect reading and writing outcomes
C.	Limited support for learning within the home environment
D.	An additional complexity for disadvantaged pupils in the three-tier system is an additional school transition and five terms of preparation for KS2 SATs; where outcomes of KS2 SATs define KS4 targets.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance for disadvantaged pupils is 93.91% (2016/17) compared with non-disadvantaged pupils 97.06% (2016/17) at differential of -3.15%. National average attendance was 95.4% (2015/16) for all pupils, which is a variance of -1.49% for disadvantaged pupils in our school. Less time in the classroom further exacerbates gaps in progress and outcomes.

4. Desired outcomes

	Desired outcomes and how they will be measured
A.	Ensure outcomes meet national averages in Y6 and Y8 and supports optimum attainment for pupils in their GCSEs
B.	A whole school reading culture which impacts on outcomes in KS2 and KS3 Improve pupils' communication skills so that they are confident in a wide range of contexts
C.	Pupils receive quality learning and revision resources to support home learning. Parents are supported in aiding their child's learning.
D.	Reduce gaps in outcomes for disadvantaged and FSM pupils
E.	Improve attendance to above national average levels, including PP and FSM pupils

Success Criteria (taken from the School Strategic Improvement Plan – Key Performance Indicators)

Performance area	Performance measures	Lead Governor
Pupil Outcomes	➢ Be 5% above the national average (or above floor target) for attainment in Reading, Writing and Maths outcomes in KS2 ➢ To improve on 2016 101/125 comparable schools status in KS2 ➢ The gap between disadvantaged and national to be lower than the national average gap ➢ Y8 exit data to be at or above national average (using GL national middle school data) ➢ Ipsley pupils to make positive progress by the end of KS4 (using Arrow Vale GCSE performance data)	All: QA Subcommittee

	➢ 100% pupils participating in enrichment activities ➢ Achieve at least Good in Ofsted	
Attendance and Behaviour	➢ Overall attendance to be at least 97% ➢ Persistent absence to be below 8% ➢ Level of fixed and permanent exclusions (as percentage of cohort) to be below national average ➢ Gap between disadvantaged and SEN pupils and national for behaviour and attendance to be lower than national average	All: QA Subcommittee
Teaching and Learning	➢ At least 40% of all teaching over time to be graded as Outstanding ➢ All teaching that requires improvement to be supported through coaching ➢ Over 90% of teachers meeting career stage expectations ➢ Pupil voice to show improvement in response to pupils' behaviour in lessons	QA QA N.Mead (HR) Vice-chair

5. Planned expenditure	
Academic year	**2017-18**

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	When will you review implementation?
A) Ensure outcomes meet national averages in Y6 and Y8 and supports optimum attainment for pupils in their GCSEs. **D) Reduce gaps in outcomes for disadvantaged and FSM pupils**	Implement an Ipsley teaching philosophy 'learn to excel', which promotes quality first teaching for all. Within the parameters of the philosophy strengthen: • Collaborative team learning • Feedback • Meta-cognition and self-regulation • Homework • Mastery learning Within the parameters of the philosophy introduce: • Wave 1 SEMH teaching (including the use of TA's)	Learn to Excel philosophy is based on Doug Lemov research into high performing teachers. Research undertaken by the NFER & DfE suggest High quality T&L for all is 1 of 7 building blocks of schools successful in raising attainment for disadvantaged pupils. We have already begun to introduce several evidence based strategies form the EEF toolkit and will continue to strengthen these throughout the year; the strategy and months progress are listed below. • Collaborative learning +5 months • Enhance verbal and written feedback, +8 months • Meta-cognition and self-regulation +8 months • Homework +5 months secondary and +1-month primary • Mastery learning +5 months Research undertaken by the NFER & DfE suggest that meeting individual learning needs is another of the 7 building blocks of schools successful in raising attainment for disadvantaged pupils.	• Staff CPD • SLT eternal learning walks • Joint observations • Targeted learning walks with recorded feedback for teachers • Governor learning walk and QA committee. • Additional SLT and middle leaders to support and coach staff.	ASA TDA MWI	**Specific individual responsibilities will be reviewed during line management meetings.** **A PP review update will be provided at SLT meetings on the following dates:** 5th October 2017 23rd November January 2018 (tbc) March 2018 (tbc) May 2018 (tbc) July 2018 (tbc)
B) A whole school reading culture which impacts on outcomes in KS2 and KS3. **Improve pupils' communication skills so that they are confident in a wide range of contexts**	Whole class reading approaches rather than Guided Reading activities. Introduction of RIC (retrieval, inference, craft) as a structure for responding to texts – used across all texts and topics. Visual literacy to be explored in lessons and tutor time. Increased opportunities for presentations and discussion	Pupils with limited exposure to the skills of reading will also benefit from higher order thinking being modelled and metacognitive discussion about the skill: Blooms taxonomy research. Geoff Petty author of evidence-based teaching suggests that teaching pupils skills is possible and necessary, including, how to read a text to gain maximum understanding. +6 months progress. Journal of visual literacy suggest skills are transferable to reading texts. The EEF toolkits suggests a +5 month impact on progress using reading comprehension strategies +5 months for oral language interventions.	• Whole school reading plan • Staff CPD • SLT eternal learning walks • Joint observations • Targeted learning walks with recorded feedback for teachers • Governor learning walk and QA committee. • Additional SLT and middle leaders to support and coach staff.	LDK MYE	**The LAGB QA sub-committee also discuss pupil outcomes (including PP as a sub-group) at each meeting (held half-termly)** **Annual Review: September 2018**

| | | | | | Total budgeted cost | £37515.83 |

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	When will you review implementation?
A) Ensure outcomes meet national averages in Y6 and Y8 and supports optimum attainment for pupils in their GCSEs. **D) Reduce gaps in outcomes for disadvantaged and FSM pupils**	Implement an intensive intervention plan from entry to exit.	Pixl – recommended resource, which has had instant impact in school across 2016/17. This is to be use further. Catch Up – significant promise and good outcomes from first EEF trials and good progress being made with secondary large-scale trials. Achive300 - The Institute of Effective Education suggest strong impact across Y6 to Y7 transition and KS3. 1:1 – EEF suggest +5 months impact Small group – EEF suggest +5 moths impact	• Staff CPD • Line management • Analysis of intervention impact data	**ASA SKE**	**Specific individual responsibilities will be reviewed during line management meetings.** **A PP review update will be provided at SLT meetings on the following dates:** 5th October 2017 23rd November January 2018 (tbc) March 2018 (tbc) May 2018 (tbc) July 2018 (tbc)
E) Improve attendance to above national average levels, including PP and FSM pupils	• Increase early supportive intervention with parents • Involve pupils in rewards strategy for Key 10% • Increase reward distribution to favour PP/FSM • Introduce Closing the Gap days	Research undertaken by the NFER & DfE suggest that addressing attendance (and behaviour) is another of the 7 building blocks of schools successful in raising attainment for disadvantaged pupils.	• Staff CPD • Line management • Tutor accountability • QA tutor activity • QA filter and RAP meetings	**SJI BSC LDA**	**The LAGB QA sub-committee also discuss pupil outcomes (including PP as a sub-group) at each meeting (held half-termly)** **Annual Review: September 2018**

	Total budgeted cost	£132,123.79

iii. 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?
A) Ensure outcomes meet national averages in Y6 and Y8 and supports optimum attainment for pupils in their GCSEs. **D) Reduce gaps in outcomes for disadvantaged and FSM pupils**	• Social and emotional learning	+4 months progress from the EEF toolkit As with behaviour, three broad categories of interventions can be identified: 1. Universal programmes which seek to improve behaviour and generally take place in the classroom; 2. More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems; 3. School level approaches to developing a positive school ethos or improving discipline which also aim to support greater engagement in learning.	CPD for Staff Line management Learning walks SLT key stage meetings RAP	**ASA SKE**	**Specific individual responsibilities will be reviewed during line management meetings.** **A PP review update will be provided at SLT meetings on the following dates:** 5th October 2017 23rd November January 2018 (tbc) March 2018 (tbc) May 2018 (tbc) July 2018 (tbc)
	• Outdoor adventure learning	+4 months progress from EEF toolkit outdoor adventure learning typically involve outdoor experiences, such as climbing or mountaineering, survival, ropes or assault courses, or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive block experiences or shorter courses run in schools or local outdoor centres.	CPD for Staff Line management SLT key stage meetings RAP	**PGR**	
	• Behaviour interventions	+3 months progress from EEF toolkit behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. Three broad categories of behaviour interventions can be identified: 1. Universal programmes which seek to improve behaviour and generally take place in the classroom; 2. More specialised programmes which are targeted at students with either behavioural issues or behaviour and academic problems; 3. School level approaches to developing a positive school ethos or improving discipline which also aims to support greater engagement in learning.	CPD for Staff Line management SLT key stage meetings RAP	**SJI BSC LDA**	**The LAGB QA sub-committee also discuss pupil outcomes (including PP as a sub-group) at each meeting (held half-termly)** **Annual Review: September 2018**
C) Pupils receive quality learning and revision resources to support home learning. Parents are supported in aiding their child's learning.	• Parental involvement	+3 months progress from EEF toolkit Actively involving parents in supporting their children's learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.	CPD for Staff Line management SLT key stage meetings RAP	**SJI BSC LDA**	

A) Ensure outcomes meet national averages in Y6 and Y8 and supports optimum attainment for pupils in their GCSEs. D) Reduce gaps in outcomes for disadvantaged and FSM pupils	• Arts and sports participation	+2 months progress from EEF toolkit Arts participation is involvement in terms of performance and creation in artistic and creative extra-curricular activities, such as dance, drama, music, painting, sculpture. Participation may be organised as regular weekly or monthly activities or more intensive programmes such as summer schools or residential courses. Sport participation is engaging in sports as a means to increase educational engagement and attainment. This might be through organised after school activities or as an organised programme by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy or mathematics lessons.	CPD for Staff Line management SLT key stage meetings RAP	**NCO** **PGR**	
	• Mentoring	+1 months progress from EEF toolkit. Mentoring in education aims to develop young people's strengths by pairing them with an older volunteer, sometimes from a similar background, who can act as a positive role model. It is often characterised as aiming to build confidence and competence, or to develop resilience and character. Mentors typically build relationships with young people by meeting with them one-to-one for about an hour a week either at school, or at the end of the school day or weekends. Activities will vary from programme to programme, sometimes including direct academic support with homework or other school tasks. Mentoring has increasingly been offered to young people who are hard to reach or deemed to be at risk of educational failure or exclusion	CPD for Staff Line management SLT key stage meetings RAP	**KAD**	
			Total budgeted cost		**£56,854.08**