



Pupil Premium

Updated 25/9/19



Rationale:

The Government believes that the Pupil Premium Grant (PPG), which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Schools are free to spend the PPG as they see fit. However, they are accountable for how they have used the additional funding to support students from low-income families. New measures of success will be included in the DfE performance tables; these will capture the achievement of those disadvantaged pupils covered by the PPG.

Summary information:

School	Ark St Alban's Academy				
Academic Year	2019-2020	Total PP budget 2017/18	£434,755.00	Date of most recent PP review	September 2019
Total number of pupils	824	Number of pupils eligible for PP	456 / 55%	Date for next internal review of this strategy	October 2020



In school barriers:

- A. Disadvantaged students have significant low prior attainment on entry
- B. There is a negative attainment gap in favour of disadvantaged students when compared to their peers within the school.
- C. There is a negative behaviour gap in favour of disadvantaged students relative to other students within the school
- D. Disadvantaged students, as well as other students within the school, have low levels of reading on entry and often do not undertake wider reading.

External barriers:

- E. Low attendance rates
- F. Poor home learning environments with many students not having access to the internet
- G. Students from disadvantaged backgrounds do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural capital deficit and thus a lack of educational ambition to succeed in their studies.

Desired outcomes:

Desired outcome	Strategy	Success criteria
A	Improved attendance of disadvantaged students, closing the gap relative to other students in school	Attendance of disadvantaged students is in line with other students within the academy, and therefore above average for all students nationally and locally.
B	Improved behaviour of disadvantaged students, closing the gap relative to other students in school.	Behaviour consequences awarded to disadvantaged students will be on a level with their peers locally within the school.
C	100% of students meet or exceed expected levels of progress in English and Maths	<p>By the end of Y11, students will make exceptional progress in English and Mathematics, with disadvantaged students matching, or exceeding performance of others nationally, or locally.</p> <p>Progress 8 scores of disadvantaged match non-disadvantaged students nationally and locally and maintain this position.</p> <p>Pupils eligible for pupil premium identified as being high attaining from KS2 scaled scores make as much progress as other pupils identified as high attaining across the school. This will enable these students to be on or above track to achieve their targets at the end of KS4. Where they are not, interventions are put into place and the impact of these is monitored regularly.</p>



D	Improved reading skills of disadvantaged students, and improved engagement in reading.	Students who are below the chronological reading age will have catch up sessions, and by the end of year 8, all students will have met or will exceed their chronological age.
E	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Progress 8 scores equal non-disadvantaged students nationally and locally. Attainment 8 score of disadvantaged students is in line with other students within the school.
F	Ensure that students have the necessary, freely-provided, breakfast to ensure that they can concentrate fully in lessons to access the curriculum.	Students will have the correct nutrition in the mornings enabling them to learn effectively throughout the day.
G	Ensure students have access to a safe, calm, learning space with internet access to complete independent learning. Homework Club in the library provided this dedicated space.	Students will be able to complete their homework, and other independent study on time and with access to suitable resources.

Planned expenditure and review

Strategies:

The following assertions underpin much of the work undertaken by staff at St Alban's Academy to ensure that our desired outcomes for disadvantaged students are met.

“The abilities to argue, evaluate and reason are “attained by studying a rich curriculum in math, literature, science, history, geography, music and art and learning higher-level skills in context... there is a scientific consensus that academic skill is highly dependent on specific relevant knowledge.” **The Knowledge Deficit, E.D. Hirsch 2008**

“The ability to analyze and to think critically requires extensive factual knowledge...facts must be taught, ideally in the context” **Why Students don't like School, Willingham, 2009.**

Desired outcome	Strategy	Rationale	How we will ensure this is implemented	Staff lead	18/19	19/20
E	Middle leaders training	There is a knowledge deficit between students from disadvantaged backgrounds, and their peers nationally. Our approach seeks to bridge that gap.	Ensure that all senior and middle leaders are effective classroom practitioners, able to support, coach and challenge classroom practice so that it meets or exceeds academy expectations.	E Clewlow	£13,500	£13,500
E	CPD (teachers, support staff and SLT) Coaching Programme	Teaching and learning as well as classroom practices and routines need to be of a consistently high standard, and therefore targeted and differentiated CPD for staff supports this. Where teaching and learning is not meeting academy expectations, and disadvantaged students are not making sufficient progress, coaching support is put into place to ensure teaching meets academy expectations.	Detailed CPD calendar, dedicated to the principles of effective, academically rigorous classroom instruction. Monitoring cycle to evaluate the impact of the CPD. Overlap with the coaching programme. Coaches receive professional development to ensure effective coaching. Weekly review of coaching progress.	F. O'Connor	£45,000	£45,000

E	Knowledge Checks / Daily recaps	<p><i>Data from the last thirty years lead to the following conclusion that is not scientifically challengeable: thinking well requires knowing facts, and that's true not simply because you need something to think about. The very processes that teachers care about most – critical thinking processes such as reasoning and problem solving – are intimately intertwined with factual knowledge that is in long-term memory (not just found in the environment). Why Students don't like School, Willingham, 2009</i></p> <p>Daily recaps as part of every lesson's DNA seek to ensure that students are able to encode key information into long term memory – thereby bridging the knowledge deficit.</p>	Learning walk and book look data to show evidence of daily recaps within lessons. CPD to develop teaching staff competence.	SLT	£85,000	£85,000
C, D	Team of specialist Literacy staff who train, co-ordinate and teach literacy additional to the English curriculum Y7 and Y8.	Specialist literacy leads are employed to immerse children in reading, embedding reading, writing and communication skills across the curriculum, equipping all pupils with the necessary skills to make significant gains in progress. For our students who are below chronological age in reading, the literacy leads are responsible – whilst working closely with the English team - for ensuring phonics teaching is highly effective in enabling students to tackle unfamiliar words, enabling them to accelerate in their reading.	<p>Thorough and regular training for literacy leads and English teachers now responsible for accelerating the pupils' reading ages.</p> <p>Regular testing of reading ages to ensure students are making significant gains with their reading and gaps are being closed.</p> <p>The provision of a lead teacher supported by two specialist literacy teaching assistants to ensure that students can work in</p>	J. Welsh/R. Ritchie	£90,000	£90,000

			<p>appropriately differentiated groups.</p> <p>Additional resources are provided to accelerate the students' reading ages including the Lexia software.</p> <p>Regular drop-ins and observations by RR and JW to ensure consistency and rigour across additional literacy lessons.</p>			
E	Visualisers	Research has showed modelling to be particularly effective in accelerating progress of (more able) disadvantaged students.	Provide new visualisers for all classrooms where visualisers are not present.	F O'Connor	£1,000	£1,000
C, D	One-to-one Maths & English support	One-to-One support in Mathematics and English for all students falling below expected progress levels in year 11.	Provide one-to-one specialist teachers with the capacity to deliver sessions to those students requiring the additional catch up and close the gaps.	R Ritchie & K.Patten	£67,000	£53,000
A, B	Heads of year – Pastoral focus	Pastoral head of years ensure that the wrap around care required for our students is appropriated and followed through. Specific focus of attendance and behaviour.	Provide Head of year TLR for 5 members of teaching staff, and assistant head of year responsibilities for 5 non-teaching staff. Provide lead teacher (Dean of students)	K Darby	£101,000	£107,000
A,C	Attendance team appointed to decrease persistent absence, and increase overall attendance.	Research has shown that the amount of time spent at school is directly proportional to levels of academic achievement. If we want to close the gap between our disadvantaged students, and their more affluent peers nationally, we need to ensure that they are attending school.	Provide lead teacher responsible for attendance (value) and non-teaching lead for family liaison & attendance (accounted for above)	L Cole	£27,000	£34,000



F	Breakfast Club	<p>Poor diet in childhood is associated with poor child and adult health. Missing breakfast may have adverse health effects in the long term, and adverse educational and social effects in the short term. Eating breakfast has been associated with improved academic outcomes, improved concentration, increased school attendance, decreased school lateness and improved mood at school.</p> <p>Breakfast schemes can provide a safe place for children to meet their friends before school.</p>	Academy open 7.45am to 8.15 am to enable students to obtain a breakfast and use the academy facilities for study £6k	K Darby	£6000	£6000
G	Homework Club	After school provide support for assisting in the completion of homework tasks, including access to ICT as these facilities are not available to some students at home.	Library facility used after academy day enabling students to complete homework assignments £2k	A Ross	£2000	£2000
Total budget cost					£437,00	£436,400

2018/19 pupil premium headline figures	Pupil Premium	Non Pupil Premium
Progress 8	+0.58	+0.38
Attainment 8	4.57	4.54
English & Maths 4+	70%	68%
English & Maths 5+	47%	33%
English & Maths 7-9	11%	9.3%
Behaviour detentions	16203	8196
Attendance	95.6%	96%



		Year group				
Year	Pupil Premium	7	8	9	10	11
2018/19	Number of Pupil Premium students	126	88	80	80	43
	Number of Non Pupil Premium	9	46	41	43	75
	All	135	134	121	123	118

Lessons learned

Last year, we closed the gap academically but there is still work to be done around culture and character.

There was an overspend with pupil premium for 2018/19 where the budget was £377,000, cut backs have been made to ensure this is in line with the budget allocation for the Year 2019/20. Hrs in 1-2-1 maths have been reduced. The model that has been successful will be replicated into 2019/20.