

Joseph Swan Academy Pupil Premium Strategy Document 2018 – 19

1. Summary information					
School	Joseph Swan Academy				
Academic Year	2018-19	Total PP budget	£397,843	Time frame for the external PP Review	15.11.18 - 10.03.19
Total number of pupils	911	Number of pupils eligible for PP	426	Date of external review visits: of this strategy	11.11.18 and 17.1.19
% of PP Students	46.7%			Date of final external review of the Joseph Swan strategy document	11.03.19

2. Projected attainment		
	Students eligible for PP	Students not eligible for PP
Progress 8 score average	-0.36 (-0.82 2018)	0.06 (-0.32 2018)
Attainment 8 score average	4.20	4.87
English / Maths Progress 8 Score	-0.65/-0.40 (-1.17/-0.77 2018)	-0.37/-0.16 (-0.09/-0.71 2018)
Basics 5+ English and Maths	31% (19.4% 2018)	38% (29.5% 2018)
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		

A.	The proportion of middle ability disadvantaged students is increasing over time; in 2017/18 this group made less progress (-0.90) than higher (-0.71) and lower (-0.10) ability disadvantaged pupils; well below the national average. All groups must make better progress, especially the increasing proportion of middle ability disadvantage students.	
B.	In 2018, the progress 8 score for disadvantaged students in English remained fairly static (2017 -0.78, 2018 -0.77), well below that of the national average; while the progress 8 score in Maths significantly declined (2017 -0.75, 2018 -1.17)	
C.	The attainment on entry of our current KS4 students was significantly lower than that seen in our current KS3 students. Despite this, overall rise in attainment on entry, there are still 20% (50 students) of students who arrived at JSA not 'secondary ready' (2018-19%).	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Some families are 2 nd or 3 rd generation unemployed; many students have low aspirations and expectations for their life chances as a result.	
E.	Disadvantaged students' attendance has improved but the rate of persistent absence is greater than the national average for DS students (2016/17: 20.9% national; 28% JSA). This reduces time in the Academy and limits the progress that these students can make over time.	
F.	Engagement with and affordability of enrichment programmes and experiences outside of the Academy.	
4. Intended outcomes (specific outcomes and how they will be measured)		
	Success criteria	
A.	<p>Improve the outcomes of disadvantaged students in Key Stage 4 and reduce the differences between disadvantaged and other students.</p> <p>All disadvantaged students have an intended destination for work, training or further education.</p>	<p>Tracked at data collections (see tracking grid on page 3 below) and measured at publication of final 2019 exam results.</p> <p><u>Basics*</u>: Disadvantaged Pupils: 25%</p> <p><u>Progress 8*</u>: PP students' Progress 8 = -0.25</p> <p><u>NEET*</u>: Zero</p>
B.	Improve the attainment and the progress of disadvantaged middle ability students at Key Stage 4 and diminish the differences to the lower ability and high ability cohorts.	<p>Tracked at data collections (see tracking grid on pages 3 & 4 below) and measured at publication of final 2019 exam results.</p> <p><u>Basics*</u>: 15% for the MAB* cohort</p> <p><u>Progress 8*</u> = -0.25 for the MAB* cohort</p>

C.	Accelerate the progress made by disadvantaged students in all subjects, in both key stages especially in Maths and English.	Tracked at data collections (see tracking grids on pages 3 & 4 below) and measured at publication of final 2019 exam results. <u>Progress 8*</u> = -0.25 in KS4 in all subjects including maths <u>Expected progress</u> = 70% in Years 7, 8 & 9
D.	In both key stages, improve the rates of progress of disadvantaged students with special educational needs.	<u>Progress 8*</u> = -0.25 for the cohort <u>Expected progress</u> = 70% in Years 7, 8 & 9
E.	Disadvantaged students in Year 7, whose starting points are below age-related expectation (23%), make accelerated progress from their starting points to diminish the differences to their peers.	>90% of Year 7 students are deemed <u>secondary ready</u> by the end of the academic year
F.	1. Improve attendance of all disadvantaged students towards the National Average for all students and match at least the National Average for DS students. 2. Improve the attendance of current Year 9 and 10 students who have historically presented well below school norms.	<u>Student attendance</u> to improve towards 2017 national average of 94.6%. (2017 nat. av. for PP students is 91.2%)
G.	Motivation and raised aspirations for Year 11 DS students	100% of cohort in <u>EET</u> by September 2019
H.	Increased offer of additional enrichment and experiences for all DS students across the years	Engagement and raised aspirations. 100% of DS students attend 1+ event 90% of DS students attend 2+ events 80% of DS cohort attend 3+ events

NB: All terms marked with an asterisk are explained in the glossary

JSA PUPIL PREMIUM KPIs 2018-2019

KS4 Achievement	2016 Result	2017 Result	2018 Result	Aut1 2018		Aut2 2018		Spr1 2019		Spr2 2019		Sum1 2019		Sum2 2019		Targets	
				Target	Actual	Target	Actual	T	A	T	A	T	A	T	A	2019	2020
% Y11 Basics	Na	20	19.4	17	9	19	11	21		23		25				25	
Y11 Progress 8: All PP Students	-0.53	-0.77	-0.82	-0.45	-0.86	-0.40	-0.93	-0.35		-0.30		-0.25				-0.25	

Y11 Progress 8: MAB (Middle Ability)	-0.87	-0.80	-1.04	-0.45	-0.83	-0.40	-0.93	-0.35		-0.30		-0.25				-0.25	
Y11 Progress 8: PP/SEND	-0.46	-0.96	-0.79	-0.45	-0.65	-0.40	-0.66	-0.35		-0.30		-0.25				-0.25	
Y11 Attainment 8	3.91	3.62	3.42	3.4	3.64	3.5	3.63	3.6		3.7		3.9				3.9	
% Y11 EBacc	8	0	8.8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
% with secure EET place		99%	85%	NA	NA	NA	NA	50		70		90			100		100
% Y10 Basics	NA	NA	NA	6	2	8	2	10		12		14			16		27
Y10 Progress 8: All PP students	NA	NA	NA	-2	-1.78	-1.8	-1.72	-1.7		-1.6		-1.4			-1.2		0
Y10 Progress 8: MAB students	NA	NA	NA	-2	-1.85	-1.8	-1.78	-1.7		-1.6		-1.4			-1.2		0
Y10 Progress 8: PP/SEND	NA	NA	NA	-2	-1.96	-1.8	-1.97	-1.7		-1.6		-1.4			-1.2		0
Y10 Attainment 8	NA	NA	NA	2.7	2.45	2.8	2.51	2.9		3.0		3.1			3.2		4.5
% Y10 EBacc	NA	NA	NA	NA	NA	NA	NA	NA		NA		NA			NA		NA

Punctuality, Attendance, Behaviour & Engagement	2016 Results	2017 Results	2018 Results	Aut1 2018		Aut2 2018		Spr1 19		Spr2 19		Su1 19 Target	Su2 19 Target	Target 2019
				Target	Actual	Target	Actual	Target	Actual	Target	Actual			
% Punctuality				99	96.1	99	96.7	99		99		99	99	99
% Whole School Attendance	94.1	94.8	93.7	94	92.0	94	91.2	94		94		94	94	94
% Whole School Persistently Absent	13.1	11.6	19.4	23	24.7	22	25.3	21		20		19	18	18
% PP Attendance	92	91.9	92.7	93	89.7	93	88.3	93		93		93	93	93
% PP Persistent Absence	16.9	18.5	25.6	20	30.9	22	33.9	24		25		20	18	18
Year 11 % Attendance	90.9	90.5	92.4	93	89.8	93	91.2	93		93		93	93	93
Year 11 % Persistent Absence				18	23.1	21	14.1	18		16		14	18	14
Fixed Term Exclusions (as % of cohort)	4.8	5.6	15.6	3	2.5	4	10	5		6		7	8	8
Number of Permanent Exclusions	13	2	5	0	3	0	4	0		0		0	0	0
% Parents attending consultations.	65	65	58	65	56	65	65	65		65		65	65	65
% Parents attending code of practice	100	100	100	100	100	100	100	100		100		100	100	100
Number of parents active in forum	5	5	5	3	6	4	6	5		6		7	8	8

			2018-2019 Milestone Targets & Actual (Current Working Level / Outcomes)						
KS3 Achievement			Aut 2 Target	Aut 2 Actual	Spr 2 Target	Spr 2 Actual	Sum 2 Target	Sum 2 Actual	2019 Target
Y9	% Expected Progress (EP) English	60	63	65		70		70	
	% EP English PP/SEND	60	64	65		70		70	
	% Expected Progress (EP) Maths	60	76	65		70		70	
	% EP Maths PP/SEND	60	58	65		70		70	
Y8	% Expected Progress (EP) English	60	66	65		70		70	
	% EP English PP/SEND	60	56	65		70		70	
	% Expected Progress (EP) Maths	60	70	65		70		70	
	% EP Maths PP/SEND	60	69	65		70		70	
Y7	% Expected Progress (EP) English	60	38	65		70		70	
	% EP English PP/SEND	60	36	65		70		70	
	% Expected Progress (EP) Maths	60	58	65		70		70	
	% EP Maths PP/SEND	60	69	65		70		70	

5. Planned expenditure

Academic year

2018-19

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?
Adapt timetable to maximise 'setting' and align staff with key groups. Revisit schemes of work to address progress	A: Improve the outcomes of disadvantaged students through quality first teaching	Quality first teaching has great impact upon progress	Monitored via learning walks, work scrutinies, student voice, HOD monitoring folder and weekly LM meetings	AWA SRA	Half termly
Continue and embed the use of the skills/progress ladders consistently across all departments	A: Improve student progress over time in all subjects by improving the quality of teaching and learning	Significant amounts of educational research suggest embedded formative assessment leads to greater progress and deeper understanding for students	Monitored via learning walks, work scrutinies, student voice, HOD monitoring folder and weekly LM meetings	AWA SRA	Jan 19
T&L CPD to share good practice followed up with work scrutinies and staff feedback	A: Monitor the use of the Academy marking policy and ensure staff are compliant in following the policy	Effective feedback recognised by Hattie and Sutton Trust as having positive impact upon progress	Monitored via learning walks, work scrutinies, student voice, HOD monitoring folder and weekly LM meetings	AWA SRA	Half Termly

<p>DS CPD programme run by good/outstanding teachers. Staff attend ten DS sessions over the course of the year. CPD action research by EM 'outstanding in Science' and then lead staff training. Including raising the achievement of PP</p>	<p>A B C: Bespoke DS student CPD programme delivered by in school "experts" including DHT, EM and Department PP Champions. All supporting the raising of the profile of DS students</p>	<p>Identified needs delivered by staff within Academy and supported through mentoring and coaching</p> <p>Sharing best practice within Academy, locally and nationally</p>	<p>Monitored by RG via staff feedback questionnaires from CPD</p>	<p>RG</p>	<p>After each CPD session</p>
<p>Increase access to teacher intervention for year 11 through the launch of AAPC at least three evenings per week. Holiday revision clubs planned for Year 11 for each holiday</p>	<p>A B C: Improve student outcomes through targeted intervention</p>	<p>Specialist teachers addressing identified learning gaps as opposed to associate staff</p>	<p>Attendance at progress clubs monitored weekly. Half termly updates on Impact shared in LM meetings. HODs supply updated student requests to SRA fortnightly</p>	<p>SRA HODs</p>	<p>Weekly</p>
<p>DHT T&L to coordinate and monitor the teaching of numeracy and literacy across the curriculum</p>	<p>A: Improve the literacy and numeracy skills of disadvantaged students by through specific T&L, such as READ.</p>	<p>Developing these skills in context of subjects and having a whole school approach to skills will help cement them</p>	<p>Monitored by AWA (DHT Literacy & Numeracy)</p>	<p>AWA</p>	<p>Half Termly</p>

<p>Introduce Reading lessons into KS3</p>	<p>DE: Improve literacy across the curriculum and ensure students 'read widely and often'.</p>	<p>Students' literacy skills irrespective of reading age will be improved by having designated reading time.</p> <p>SOW and differentiated materials have been produced and books will be supplied to disadvantaged students</p>	<p>Timetabled from September for one hour per week in Year 7 and 8. Monitored by AWA.</p>	<p>CP JBO</p>	<p>Termly</p>
<p>Create DS champions within ALT (DHT), Departments and YTs to raise the profile of DS students and monitor the use of funding and</p>	<p>ABCH: Improve outcomes of all DS students, raise aspirations and increase enrichment opportunities</p>	<p>Staff have a consistent lead within their department, to share ideas with and ask questions</p>	<p>Regular training and CPD for DS champions. Half termly impact sheets to be completed by all champions</p>	<p>CBL</p>	<p>Half Termly after each project</p>
<p>Teacher planner has area to include HL. Student issued personal planner to record it. Reading room booked for HL club. Email info to parents alongside progress evenings</p>	<p>AC: Planning to indicate where HL is set is complete and logged on the HL tracker. HL club staffed for students who do not have the environment or equipment at home for study</p>	<p>Many DS are unorganised. This would be a way to reduce that barrier and ensure students are prepared for learning. In a student survey, a number of DS students have been identified as having no access to computers/internet</p>	<p>Monitored via learning walks, work scrutinies, student voice, HOD monitoring folder and weekly LM meetings</p>	<p>AWA</p>	<p>Half Termly</p>

Detailed analysis of data post each uplift, to create a target group of students who are not on track to meet targets at the end of KS4. Focus is on Year 11. All students to be discussed at weekly RAG meetings	A B C D: Early identification of students at risk of not achieving a positive P8 score or basics indicator. Intervention linked to the those at greatest risk	Working with and close monitoring of the students who are at the greatest risk of failing to achieve	ALT links to ensure data is completed to deadlines. Weekly RAG meetings to be led by SRA with up to date documentation produced for each meeting	SRA SCH	Weekly at RAG meetings
Launch a new teacher planning system, to include an area on documentation to highlight strategies being used for specific DS students. DS codes shared with staff during CPD	A: Improve the outcomes of the disadvantaged students through raising the profile of DS students in the classroom	Teachers addressing identified learning gaps and pre selecting strategies to us within their planning of lessons.	Monitored via learning walks, work scrutinies, student voice, HOD monitoring folder and weekly LM meetings. PP champions to also monitor use and support staff to embed.	AWA RG	Half Termly
Thrive coordinator to further develop the Thrive curriculum, promoting resilience, ambition and positive participation through SMSC studies	C E H: Promotion of social mobility for DS students in Years 7 and 8	'Where Everyone Can Shine' Highlighted a strength of curriculum by Ofsted in 2018.	Timetabled lessons. Differentiated booklets created for evidence.	CMA	Termly
Total budgeted cost					£170,000
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?
Employ a Maths specialist to offer targeted intervention 1-2-1 and small groups to Year 11 underachieving DS students	A: Improve the outcomes of the disadvantaged students in Maths	One to One tuition - EEF Toolkit indicates +5 months impact Small group tuition - EEF Toolkit indicates +4 months impact	HOD and ALT link will select the students. Programmes will be 3-4 weeks long then impact will be assessed.	PNA JMO	Half termly
Use of targeted interventions, such as Lexia and Hegarty Maths to accelerate and improve outcomes for DS in year 7 entering with lower than expected standards of literacy and numeracy.	E: Accelerated progress of DS students in year 7, deemed not secondary ready.	Reading Comprehension Strategies - EEF Toolkit indicates +5 months impact Digital Technology - EEF Toolkit indicates +4 months impact	READ strategy implemented by AWA CCG lead on Hegarty Maths and reporting back to parents about student progress.	AWA	Termly
1 Attendance Manager to provide 1-1 support and challenge of parents and students with poor attendance and who are at risk of becoming PA through use of the staged approach to attendance	F: further improve the attendance of disadvantaged students to diminish the difference towards national average for all students. Continue to reduce the number of disadvantaged students who become PA	Direct correlation between poor attendance and underachievement. NfER briefing for school leaders identifies addressing attendance as a key step. Increased parental contact.	Weekly monitoring of attendance with relevant challenge from YT's. Half termly challenge of parents and students at stage 3 and 4 meetings. Regular Monitoring by DHT during LM meetings.	LBA	Weekly

<p>Google Classroom for absent students</p>	<p>A B C D E: support students with catch up work, ensuring an easier re integration back into lessons after any significant period of absence</p>	<p>Google classroom/NISAI used to ensure that students with long term illness do not miss out on teaching and learning</p>	<p>YT and attendance manager to keep spreadsheet of each individual student and the work completed.</p>	<p>LBA YT</p>	<p>Half Termly</p>
<p>Build on existing good links with primary schools in order support each other with 'family' attendance issues and educate parents as to the rigour of JSA's challenge of non-attendance prior to entry.</p>	<p>E: Early intervention for students and families in KS2 with concerning attendance.</p>	<p>Historic and familiar issues of poor attendance from feeder primaries. Attendance manager to establish linked protocols consistently applied to eradicate problems on transition.</p>	<p>Through Inclusion team early intervention programme with Year 6.</p>	<p>KEP</p>	<p>Termly</p>
<p>Attendance manager to oversee a programme of mentoring for specific target students.</p> <p>Mentors from ALT to support attendance team for identified students</p>	<p>F: Continue to reduce the number of disadvantaged students who become PA</p>	<p>Direct correlation between poor attendance and underachievement.</p>	<p>Through LM meetings, where impact will be demonstrated on a half termly basis from attendance starting points.</p>	<p>LBA JOM</p>	<p>Half termly</p>

Production of a case study and action plan for target PA DS students	F: Raise PP attendance and reduce the number of PAs	Direct correlation between poor attendance and underachievement. DS students are found to have more potential barriers to learning to overcome than non-DS students.	Through LM/YT meetings, where impact will be demonstrated on a half termly basis from attendance starting points.	LBA JOM YT	Half Termly
Develop further the hard to reach events for PA PP parents. Look to alternative venues in the local community to host.	F: Engaging with parents, raise PP attendance and reduce the number of PAs	Some of our hard to reach families have never been into Joseph Swan for any event.	Linked to rewards, so if families engage they receive prizes, such as shopping vouchers	LBA	Half Termly
Create individual intervention plans for students causing behaviour concerns. Seek alternative provision where necessary.	F: Improved behaviour of DS students. Reduction in negative BW slips	Some students need support and training learn strategies for improving their attitudes to learning. This is vital, as disruption of learning in class will be reduced.	Intervention Team	KA	Half termly
Total budgeted cost					£87,000
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?
Introduction of RAG Challenge meetings	A B C D E: Increase accountability of DS	Holistic intervention strategy; looking forensically at the	Led by SRA	SRA	Jan 19

for HODs in P8 'pots' for Year 11.	progress for HODs. Improve GCSE outcomes	performance of each underperforming student.			
DS Champion Fund	A B C D E: Improve KS3 and KS4 outcomes	PP champion bid fund to improve the outcomes of disadvantaged students. Strategies might include revision guides, rewards events etc.	Bids to DHT, impact measured by HT	CBL	Termly
Mentoring programme with FutureMe, aspirational visits and links with Higher education students through Brilliant Club	G H: Increase specific work outside of the classroom with the More Able, disadvantaged students	Raising aspirations by allowing disadvantaged students to see the opportunities and removing any barriers to access.	DHT to monitor. CBA to oversee the FutureMe programme.	CBL	Termly
Provide the necessary equipment and resources, such as revision guides and stationary packs to ensure all students are equipped for success	A B C D E: Improved outcomes of disadvantaged students through ensuring equipment and resources are not a barrier to success	To allow disadvantaged students to revise and work independently with the necessary resources provided.	Led by YTs and HODs who will submit request forms for students. Equipment checks with YTs and tutors to regularly take place.	YT HODs	Half Termly
Ensure no student is excluded from participation due to finance.	G: Raise outcomes and enjoyment of school for disadvantaged students	Breakfast club for KS4 students ensuring disadvantaged students receive the sustenance needed to aid concentration and attendance.	Coordinated by CBL	Intervention Team	Half Termly
Make 10+ specific	A B C D E F G:	Engaging with the parents of the	Monitored by SCH	CBL	Termly

appointments with DS target students' parents for each progress evening.	Increase parental engagement and the attendance to progress evenings of the disadvantaged students.	disadvantaged students can support students' achievements and attendance. DHT used as early intervention and identification of barriers to learning.			
Fund an Academy Counsellor, trainee and trainee social worker place	A B C D E F G: Increase the capacity to offer more specific mental health mentoring to DS students.	Improved engagement and raised aspirations key to improving outcomes	Close supervision from director of Inclusion, case studies for individual students and student voice	KEP	Termly
Create individual intervention plans for students causing behaviour concerns. Seek alternative provision where necessary.	G: Improved behaviour of DS students. Reduction in negative BW slips	Some students need support and training to learn strategies for improving their attitudes to learning. This is vital, as disruption of learning in class will be reduced.	Intervention Team	KA	Half Termly
Become a Newcastle United Foundation partner school.	H: Increase opportunities for DS students to work on specific intervention programmes	NUFC are an inspirational organisation for young people to aspire to work with. We have had real success with some of our impact data from previous programmes.	CBL will oversee the selection of the correct programmes. YT's will carefully select their DS cohorts.	CBL YT	Termly
Poverty proofing the school day with Children North East	C H: Increase staff awareness of the barriers to learning for	A detailed report will be provided on how we can reduce stigma and barriers to learning for DS	CBL to meet with Children North East staff to book suitable dates for Jan 2019.	CBL	End of project/report

Charity, including staff CPD	DS students	students. There is training for staff and Governors.			
Total budgeted cost					£158,000
Total overall cost					£415,000
Additional Funding from JSA					£17,157

6. Review of expenditure				
Previous Academic Year		2017-18		
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
To appoint Maths Intervention Staffing and an additional Maths Teacher to start on 16.4.18 to support DS students	Additional Maths teacher appointed. Intervention staffing in place. RAG meeting tracks achievement/attainment. Target students identified. Progress tracked between data uplifts	2018 PP P8 Maths score: -1.17 (2017 -0.75) Grade 5+ in Maths: 19.4% (2017 27.1%)	More significant progress has been made in other year groups, however the outcomes for Year 11 in Maths were disappointing. Timetable for the Maths department needs to be reviewed, with specific staff, given target classes to teach. Year 11 being the priority. Further appointments need to be made after the loss of a Maths teacher in July 2018. Intervention staffing has to focus on Year 11 DS students as a priority.	£35,000

<p>To appoint/support English Intervention Staffing – JH, AWA, AC, LF and create only Year 11 class (JH) with equipment, rewards, trips and visits to increase ambition and resilience with a focus on DS in Year 11</p>	<p>Intervention staffing in place. RAG meeting tracks achievement/attainment. Target students identified. Progress tracked between data uplifts. Rewards programme created</p>	<p>Improvement in 2018 PP P8 English score -0.77 (2017 -0.78)</p>	<p>Success was achieved in the 'DS boys' cohort created and taught by the HOD. However other areas of DS outcomes were disappointing. Next year, further target teaching groups need to be created to increase the impact of outcomes for DS.</p>	<p>£5,000</p>
<p>To establish a BTEC Enterprise in Year 9 – supporting and encouraging Social Mobility – introduced to the Year 9 curriculum to support and encourage all students but with a focus on DS students</p>	<p>Course started. High motivation/commitment seen from students. Visits to and from Business organised and take place. To raise ambition and support a 'can do' attitude</p>	<p>Year 9 improvement in Attainment and progress. 2016/17 – 44.2% on track 2017/18 – 64.8% on track to achieve end of year targets across all subjects Improvement of 20.6%</p>	<p>A very successful launch to this curriculum development. A strategy that will stay within next year's curriculum. Experience of the course leader, to be used as part of CPD session to disseminate skills across the Academy and increase opportunities to encourage social mobility across more DS students.</p>	<p>£3,000</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>

<p>A Team Talk LAC PP/DS Programme devised - materials, equipment, trips and visits organised for students who are LAC/PP/DS</p>	<p>Full programme organised for LAC students to support social/emotional and academic development. Programme in place and running smoothly. Carer and REALAC support. Rewards for students/incentives for students</p>	<p>Year 7 – 72.7% on/above track Year 8 – 82.9% on/above track Year 10 P8 -0.09 Year 11 P8 0.11</p>	<p>Programme was very successful across all years. Key was the buy in from staff and students and matching of the pairs. Programme should continue to run and has the potential to be expanded as a mentoring programme to include key target DS students.</p>	<p>£7,000</p>
<p>Additional resources for reading/ICT support and support to remove barriers to learning in all areas of the curriculum for DS students</p>	<p>Lexia – renewed and having impact – improved reading levels ARAT – Reading Test renewed and used to improve reading levels and for staff to differentiate. Accelerated Reader – Renewed and improving reading used for staff especially to support DS who are EAL – improvement in attainment and achievement seen. Numeracy Ninjas used to promote the joy of mathematics. Nisai – Alternative Education – licences purchased especially to be used for Year 11</p>	<p>40% of students in Year 7 have accessed literacy support and 100% of cohort improved reading ages this year. ‘In Year 7, pupils who need to catch up with their reading and number skills benefit from additional support through reading programmes and a curriculum which provides focused lessons designed to improve their understanding.’ Ofsted 2018</p>	<p>Resources were put to use especially within Year 7, where a large number of students accessed 1-2-1 or small groups support using the resources, particularly within Lexia. Nisai licences have the potential to be rolled out to other year groups for non-attending students.</p>	<p>£50,000</p>
<p>iii. Other approaches</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>

To organise a full enrichment programme 'Go Active Everyday'	Build a love for learning, pride in work and raised aspiration.	47% of DS students accessed clubs across 2017-18.	Approach to re-launch in 2018-19, with a focus on improving attendance of Year 10 specifically (Year 9 - 17% attendance)	£10,000
Purchasing Maths revision guides, problem solving books and revision cards for Year 11 DS students	Improve basics measure and P8 score for Maths in Year 11	Success criteria not met Predicted: Basics 31% P8 -0.46 Actual: Basics 19.4% P8 -1.17	Approach will need to be changed. Department will now be running an online/digital programme (Hegarty Maths) to support student revision/progress.	£4,000
To ensure all DS students have the correct uniform, P.E kit and equipment for learning at JSA	All DS have full uniform, P.E kit and equipment – this is checked on weekly and subsidised when needed	Year 7 – 46 , Year 8 – 42 , Year 9 – 35 , Year 10 – 64 , Year 11 – 70 Total – 257 = 58% of DS supported	Valuable aspect to the plan, especially so when considering the levels of deprivation some of our families live in. Must continue as a part of next year's plan. Staff will be trained further in poverty proofing to allow staff to spot the signs and ensure we support all students in genuine need.	£11,000

7. Additional detail

The English Baccalaureate (Ebacc): Schools get an EBacc score based on how well pupils have performed in up to 8 qualifications. A pupil is considered to have entered for the English Baccalaureate if they entered for qualifications in English language and literature, maths, Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science, a language (ancient or modern) and either history or geography. The EBacc is not a test or qualification; it is a measure used to provide information about a particular range of qualifications.

The pupil premium grant (PPG): The Secretary of State for Education lays down the terms and conditions on which assistance is given in relation to the PPG payable to schools and local authorities for the financial year beginning on 1 April. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces.

Glossary

As parents and careers of youngsters, you will no doubt encounter a multitude of educational acronyms and abbreviations. Please find below our glossary of the most common education terms.

- Achievement - Describes both attainment i.e. the level achieved and the progress you have made from a starting point.
- AfL - Assessment for Learning - Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there
- Attainment - The actual level attained and/or results.
- Attainment Targets - A general defined level of ability that a pupil is expected to achieve in every subject at each key stage in the National Curriculum
- Blending - To draw individual sounds together to pronounce a word, e.g. f-l-a-p, blended together, reads flap
- Core Subjects - English, maths and science: all pupils must study these subjects up to Key Stage 4
- CPD - Continuing Professional Development
- DBS - Disclosure & Barring Service - DBS refers to the new agency created out of a merger between the Criminal Records Bureau (CRB) and The Independent Safeguarding Authority (ISA), its full title is The Disclosure and Barring Service. The checks and information provided will remain the same but will be branded DBS Checks.
- DfE - Department for Education

- Differentiation - a wide variety of teaching techniques and lesson adaptations that teachers use to pupils of differing abilities in the same class.
- DS – Disadvantaged Students
- EAL - English as an additional language
- EBacc - English Baccalaureate
- EBD - Emotional and Behavioural Difficulties
- EC DL – European Computer Driver’s License qualification
- EET – (progression into) education, employment or training
- EHC Plan - Educational Health Care Plan - An education, health and care plan is a document that says what support a child or young person who has special educational needs should have.
- EWO - Education Welfare Officer
- EYFS - Early Years Foundation Stage. A framework of care and Education for children from birth to five years of age. This stage typically means Nursery and Reception Classes.
- FFT - Fischer Family Trust
- FSM - Free School Meals
- FTE - Full Time Equivalent
- GCSE - General Certificate of Secondary Education
- HLTA - Higher Level Teaching Assistant
- HMI - Her Majesty's Inspector of Schools
- ICT - Information and Communication Technology
- IEP - Individual Education Plan for SEN pupils
- Inclusion - Removing barriers in learning so all pupils can participate at their own level.
- INSET - In-Service Education and Training - Training for staff which takes place during the school year.

- ITT - Initial Teacher Training
- IWB - Interactive Whiteboard
- Key Stage five - age 16-18 (Sixth form)
- Key Stage four - age 14-16 (Years 10 and 11);
- Key Stage three - age 11-14 (Years 7, 8 and 9);
- Key Stage two - age 7-11 (Years 3,4, 5 and 6);
- Key Stage one - age 5-7 (Years 1 and 2);
- LA - Local Authority
- LAC - Looked After Children
- LSA - Learning Support Assistant
- ME – Minimum expectation, an aspirational target based on a 0.5 P8 score
- MLD - Moderate Learning Difficulties
- NC - National Curriculum
- NEET - Not in Education, Employment or Training
- NOR - Number on Roll
- NQT - Newly Qualified Teacher
- NVQ - National Vocational Qualifications
- Ofqual - Office of Qualifications & Examinations Regulation
- Ofsted - Office for Standards in Education
- PE - Physical Education
- Performance Table - Published by the DfE to compare schools' results.
- Phonics - Phonics refers to a method for teaching speakers of English to read and write their language. It involves connecting the sounds of spoken English

with letters or groups of letters

- PPA - Planning, Preparation and Assessment time to which teachers are entitled. Progression - pupils develop academically and personally from year to year and from one key stage to the next in a way which builds on what has already been achieved."
- PP – Pupil Premium. Funding allocated to disadvantaged students in receipt of free school meals at any point in the past 6 years
- PRU - Pupil Referral Unit
- PSHE - Personal Social Health and Economic education
- PTA - Parent Teacher Association
- QTS - Qualified Teacher Status
- RAISE - Reporting and Analysis for Improvement through School Self-Evaluation
- RE - Religious Education
- SCITT School - Centred Initial Teacher Training
- SCR - Single Central Record - Schools must hold a single central record of all adults working with pupils. The records hold security and ID checks among other specific information.
- SEAL - Social & Emotional Aspects of Learning
- SEN - Special Educational Needs
- SENCO - Special Educational Needs Coordinator
- Setting - Putting pupils of similar ability together just for certain lessons. So, for example, it would be possible to be in a top set for French and a lower set for mathematics.
- SIP - School Improvement Plan
- SLT - Senior Leadership Team
- SMSC - Spiritual, Moral, Social and Cultural (development)
- Streaming - Splitting pupils into several different hierarchical groups which would stay together for all lessons.
- TA - Teaching Assistant

- Thrive Curriculum – A weekly lesson for students to improve their knowledge of worlds issues such as recycling and charities
- Transition - The movement of pupils from Key Stage to Key Stage or school to school and the procedures associated with it.
- VLE - Virtual Learning Environment

