

# Armthorpe Academy Pupil premium strategy statement (Autumn 2018 V1)

1. Summary information					
School	Armthorpe Academy				
Academic Year	2018/19	Total PP budget	£146795	Date of most recent PP Review	8/18
Total number of pupils	493	Number of pupils eligible for PP	157	Date for next internal review of this strategy	7/19
2. Current attainment					
			Pupils eligible for PP		All pupils
% achieving 4+ English/Maths			60% / 46.7%		78.6% / 67.9%
% achieving 5+ English/Maths			40% / 30%		58% / 40.2%
Basics 4+			40%		65.2%
Basics 5+			23.3%		34.8%
Progress 8 score average			+0.088		-0.042
Attainment 8 score average			33.87		41.66
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
A.	Low levels of literacy				
B.	Apathy towards value of education impacting levels of achievement				
C.	Social and emotional behavioural issues, often linked to self esteem				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
D.	Low attendance rates linked to low parental aspirations and low expectations				
4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )				Success criteria	
A.	Improved attendance			Attendance figures	
B.	Increased literacy and numeracy levels at KS3			KS3 data	
C.	Increased aspirational Post 16 applications and increased Post 16 course retention rates			Post 16 figures/KS4 results data	

## 5. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>
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### i. 'Quality first' 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?
CPD support for teaching and support staff.	Continuous CPD offer via briefings, internal weekly sessions, external providers and consultant support.	Teaching across the academy has continued to improve via a prolonged CPD route	CPD QA, Staff voice,	SFO	Termly via QA comparison
Improve most able outcomes	Focus on 'most able' stretch and challenge via Most able champion	Continued improved outcomes in 2018 highlight Most able as a focus for the academy	Most able QA, student voice, data analysis via Most able champion. MAT wide most able data analysis.	NTO	Termly via data points
Subject specific conference CPD	Attendance of PiXL, MAT and Partners in Learning conferences to gather and disseminate best practice.	Support of external agencies and dissemination of best practice has supported improved results.	Impact reviews with Raising Standards Lead	ABR	Half termly RSL meetings
<b>Total budgeted cost</b>					£25000

### 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?
Improved attendance	EWO and attendance officer support for PA and borderline PA students	Attendance issues have a significant impact on curriculum access and outcomes.	Attendance analysis weekly	SIB	July 2019
Improved literacy levels at KS3	Literacy programme for specific KS3 groups with wider English Faculty support	Low level literacy on entry limits access to new assessment specifications for KS4. Smaller class teaching to improve teacher student ratio.	Reading level impact testing	ABR	July 2019

Aspiration programme to improve engagement with higher education opportunities	University Visits for KS3 students, Brilliant Club Scholars Programme and KS5 local provision visits	Improvement in University engagement within the area from its current low level	Brilliant Club national data analysis, Student Voice	RWU	Aug 2019
<b>Total budgeted cost</b>					£42000
<b>iii. Other approaches (including pastoral support)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attitude to education and its impact through behavioural support	Counselling service	Attendance issues, behavioural concerns and anxieties impacting ability of some students to gain the maximum benefits of quality first teaching.	Counselling service vetted for quality of support.	KHA	July 2019
A continued safe and supportive framework for students	Pastoral support with close community links	Improved parental engagement and social and emotional support	Student Welfare Line management and	KHA	July 2019
Alternative provision support	Alternative provision scenarios specific to individual student need	Wider opportunities for students who are unable to fully access a main stream provision	Attendance, wellbeing and engagement analysis for specific students.	JOW	September 2019
On site alternative provision support	Additional low ratio on site support	Integration and support scenarios for PA students, behavioural support and interim support at points of high anxiety.	Curriculum support monitored with specific individual case intervention	DCR	August 2019
Capitation	Support for in year activities that are raised by specific faculties for individual students on small cohorts.	Reactive need to reduce barriers to educational access.	Oversight of spend on attendance, revision and engagement.	MWO	August 2019
<b>Total budgeted cost</b>					£80000

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2017/18</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired</b>	<b>Chosen</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>	

<b>outcome</b>	<b>action/approach</b>			
Improved KS4 student outcomes.	CPD staff development via external providers	Increased staff engagement with CPD via external providers. MAT support for Core subjects continued to improve results. Consultancy support for specific subjects improved results in key areas.	Subjects with additional external support produced improved KS4 outcomes. KS3 curriculum content changes have been supported and strengthen curriculum across various subjects.	£20000

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Improved KS3 literacy levels	Amendment to KS3 curriculum and staffing	KS3 English teacher delivered 12 hours per week to lowest ability group with a focus on literacy in the curriculum. Literacy engagement through curriculum and external provision positively impacted engagement and reading levels. Literacy support across KS3 year groups with LSA support. Library based engagement.	The increased literacy support came at the expense of a more rounded curriculum for this cohort. 3 year KS3 negates some of the curriculum content missed. The new curriculum model will not retain this 12 hour blocking system.	£12000
Aspiration support	External Careers provision and wider access programme. Brilliant Club provision for KS3 most able	Increased take up of aspirational Post 16 positions. Improved Y10 English Literature results linked to aspiration and Post 16 expectations. Brilliant Club cohort again outperformed regional and national average for programme from a national cohort of 10000 students.	Whole school focus on career progression to be more fully established from Y7 to Y11. Retain Brilliant Club – 10% of current cohort are now graduates.	£10000

## iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
A continued safe and supportive framework for students	Pastoral support with close community links	Improved engagement with the academy through parental contact, parents' evenings and focus forward meetings. Early Post 16 applications promoted greater aspiration among Y11 students.	Student Welfare Line management and	£45000
Alternative provision support (on site and off site)	Engagement with education through bespoke provision	Attendance of alternative provision,	External alternative provision routes to be reassessed in line with authority changes.	£50000

