

Pupil premium strategy statement (secondary)

1. Summary information					
School	Vale of York Academy				
Academic Year	17/18	Total PP budget	£138380	Date of most recent PP Review	
Total number of pupils	518	Number of pupils eligible for PP	148	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving A*-C in English and Maths 2017	33	64
% achieving 9-4 in English and Maths 2018	27	64.2
Progress 8	-0.88	0.11
Attainment 8	29.3	46.5
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	KS2 data shows reading and SPAG scores lower than national average for current Year 7 although writing is stronger – however, reading skills drive both of the new English GCSEs – marks are heavily weighted in the favour of reading skills – almost entirely in Lit and 50% of potential marks in Lang. Research points to reading skills being the key determiner of outcomes at GCSE. Significant cross-curricular implications.	
B.	KS2 data shows Year 7 have lower than average Maths score in all areas.	
C.	Pupils in Year 8 and 11 have average CATs scores significantly lower than national average. Years 7 9 and 11 also have scores below 100.	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance currently 93.7% vs 96.9% for non PP	
E.	Increase in PP numbers year on year. In addition, increase in roll on the whole coupled with LAG funding issues results in bigger class sizes in general.	
F.	School served by two out of three of the lowest deprived areas in York, both at the lowest 11% nationally.	
G.	Perception of the school has led to there being a smaller intake of more able students and a greater number of SEND	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		
	Success criteria	
A.	Narrowing the overall gap at GCSE between PP and non PP	Both progress 8 score and %9-4/9-5 at GCSE will be in- line with the national data set.
B.	Increased attendance rates of PP students	Attendance of PP students will be the same as NPP students.
C.	Improved performance of higher attaining PP students	Progress 8 score of higher achieving pupils will increase. More able pupils will themselves be aware of their targets, instead of aiming for “safe pass grades”.
D.	Increasing Literacy and Numeracy levels for KS3	Reading ages and Numeracy levels to increase. When retested pupils should show improvement in levels.
E.	Behavioural issues of PP students addressed	Reduce the current imbalance in seclusion visits between PP and NPP students. Identify barriers to learning that result in a higher frequency of seclusion visits for PP students.

5. Planned expenditure					
Academic year		2017-2018			
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	Impact
Improved performance of higher attaining PP students	Higher attaining pupils identified and lists shared with staff. All teaching staff and TAs made aware of these pupils. Pupils assigned an SLT mentor. KS4 financial support for resourcing of specific educational materials.	<p>Pupils need encouragement to work to go beyond a “pass”. Shaking off the mentality that a C grade or a grade 4/5 is acceptable when target grades are 6+.</p> <p>Increased access to extension work and materials to provide stretch.</p>	SLT mentoring program of MA PP students to be monitored. Contact made with parents to increase parental engagement.	PP coordinator PL	PP HAPs P8 0.26 NPP HAPs -0.25
	Staff benchmarking raised through CPD and lessons taught “to the top”	<p>Whole school attainment is too low, challenge and student input needs to be raised across the board, thus this becomes a whole school focus including PP.</p> <p>Dec SLT FF to be used with a PP focus</p>	Head does daily drop in. Weekly book trawls at LMM and FF scrutiny. HODs and PoS	VP	PP HAPs P8 0.26 NPP HAPs -0.25

Reduce difference in progress and attainment between PP and other students	<p>Developing T and L strategies to create students independence and resilience.</p> <p>Introduction of revision cards into whole school teaching and learning strategy.</p> <p>Revision guides provided for year 11 PP students. Focus on ensuring notes made in lessons have clear identified points for revision. Increased challenge to curriculum content.</p>	<p>When revision is built into lessons from year 7 using revision cards, students are learning key skills needed to independently revise at GCSE level. Early preparation will see learners become independent sooner, enabling them to reach their target grades at GCSE</p>	<p>HODs to build in revision in programmes of study. Revision cards centrally controlled and available for pupils to collect.</p>	<p>HODs, PP coordinator, VP for T & L</p>	<p><u>2018</u> PP P8 -0.88 National Other 0.13 PP 9-4 En/Ma 23% NPP 9-4 En/Ma 57%</p> <p><u>2017</u> PP P8 -1.27 National other P8 0.11 PP 9-4 En/Ma 33% NBB 9-4 En/Ma 64% National other 9-4 En/Ma 70%</p>
	<p>Targeted intervention classes for homework support, after school. Lesson 6 time allocated and parents informed.</p>	<p>PP students are often underperforming on a day to day level with homework tasks, and revision homework. This gives students the opportunity to have an hour of quiet homework time with support from an adult if needed, something many PP students cannot access at home.</p>	<p>Letter and communication home, this can be optional or compulsory dependent on need of individual. Register and monitoring by staff, feedback from staff on improvements with homework.</p>	<p>PF/EH RH/AE</p>	

	Using in-house mentor system to pick up underperforming KS3 PP students	Under performing PP students will be prioritised in the mentoring systems. Using KS4 mentors to support lower pupils. Creating a “buddy” for pupils as a point of contact.	Programme in place to monitor mentoring.	SLT in charge of mentors	
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	Impact
Increasing literacy and numeracy levels of KS3	Year 7 literacy and numeracy classes	Lower entry scores from KS2 in both Maths and English show that pupils will benefit from targeted literacy and numeracy catch up support. Small class sizes and higher frequency in lessons will allow students to	Timetable organised so lessons are separate from maths/ English. Data tracking of pupils to monitor progress. Teaching assistants available for these lessons. CPD programme for teachers and TAs to regulate	HOD – Maths & English Literacy lead Numeracy lead	Report data identifies improvements made in literacy and numeracy by selected KS3 PP students.
	CAT’s testing carried out in Y7	CAT’s provide additional data on how students learn. This allows for greater differentiation in lessons, that is linked to cognitive ability	CAT’s are conducted in KS3 ICT lessons with subsequent catch-up sessions. Results are then collated and stored on SIMS.	VP	CAT’s provided key information regarding students’ attainment to inform future planning.

	Tutor time reading programme. Withdrawal at tutor time for 1:1 reading programme with mentors and TAs.	Specific focus on reading with support to raise reading ages and thus re-engage pupils with the written word across all subjects	In tutor time	Literacy lead	Report data identifies improvements made in literacy by selected KS3 PP students.
Narrowing the Gap between PP and NPP at GCSE	Year 9/ 10/ 11 targeted study lessons	Less subjects to study allow pupils mastery of GCSEs. More time to build study skills	Teachers delivering study support are aware of pupils needs in the classes. Revision guides and support for a range of subjects are available. Pupil's homework and behaviour is monitored.	HODs PP coordinator	GCSE Outcomes P8 PP score -0.88 P8 NPP score 0.23 P8 Gap -1.11
	Ensure the correct curriculum offer is available	Historical performance of PP pupils in non-vocational option subjects.	LMM of CL's	VP	
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	Impact
Improved attendance for PP students	Postcards home with "live" attendance figures, highlighting problematic attendance. Reward postcards sent home for good attendance.	Postcards provide a gentle reminder to parents about the importance of attendance at school. If a student is not in school we cannot intervene with their progress.	Attendance officer will monitor postcards home, and submit names for attendance rewards in assemblies. Progress leaders made aware of who has received post cards.	PP coordinator/ attendance officer/ Progress leaders/AVP	PP 88.8% NPP 95.5% Attendance Gap -6.7%

	Rewards in assemblies for attendance.				
	Tutor attendance competition run in weekly assemblies to maintain profile of attendance.	Attendance is kept high profile and regular rewards provide ongoing competition between groups. Promotes collective responsibility.	AVP to analyse and present graphical the weekly attendance statistics. This is disseminated to PL's and assembly leads.	AVP	
	96% attendance minimum for all rewards trips – those students below this attendance threshold are not invited.	Rewarding attendance as well as behaviour and progress raises its profile in school.	Associate SLT: Community to liaise with AVP to identify those students with attendance < 96% before inviting students.	AVP	
	PL's to direct tutors to make initial contact with PP students as they fall below 94% attendance	Early intervention and proactive approach to reverse downward trend by making early contact with parents.	PL report fortnightly to AVP and logs are kept of phone calls made.	AVP	

<p>Behavioural issues of PP students addressed</p>	<p>Identify the PP students who regularly “offend” and result in time in seclusion or on calls.</p> <p>Use of Aspire team to find the barriers to learning that result in seclusion.</p> <p>Involvement of SLT mentors/ student mentors.</p> <p>Development of classroom techniques for pupils and teachers to increase chances of pupils staying in lessons.</p>	<p>Pupils who need to be on called or spend time In seclusion miss more lessons than other pupils resulting in lower performance output.</p> <p>Developing strategies to keep learners in the classroom will lead to a greater progress and performance at GCSE level.</p>	<p>CPD session for teachers on keeping pupils in class. Regular communication between Progress leaders and the seclusion unit will enable monitoring of PP pupils with behavioural issues. Use of Sue Naylor to liaise with parents.</p> <p>Use of stamps in the internal Positive Discipline system for pupils to focus on rewards over comments.</p>	<p>Behavioural manager Progress leaders SLT for behaviour.</p>	<p>On call PP - 59% NPP - 41%</p> <p>Seclusion PP - 56% NPP - 44%</p> <p>Exclusions PP - 78% NPP - 22%</p>
<p>Engagement & Participation – improving Behaviour</p>	<p>Use of appraisal process to engage poorly behaved PP students as an indirect way of setting attendance target.</p>	<p>Regular offenders are PP and get to the point where they are missing education through exclusion or seclusion. Tutors target 3 PP students to mentor on a behavioural level – less behaviour incidents, less time out of lessons, attendance increases.</p>	<p>PD data. Standing item on year team meeting agenda. Performance management meetings. PL and SLT conversations.</p>	<p>Behavioural manager Progress leaders SLT for behaviour</p>	

Engagement & Participation – improving Behaviour	Subsidised breakfast club	Breakfast – many PP students with behavioural issues come to school having not had breakfast. By providing a subsidised breakfast we are ensuring that these students have the best start to the day	Breakfast club – students are able to purchase a nutritional breakfast at a much subsidised rate every morning.	TA and BM	
Engagement & Participation – improving Behaviour	Rewards linked to behaviour and attendance	<p>Rewards linked to behaviour sanctions – those students receiving an exclusion or seclusion will not be invited onto rewards trips.</p> <p>Rewarding improved behaviour through star of the week and PD reward points.</p>	Analysis held centrally using SIMS	AVP	
Engagement & Participation – improving Behaviour	Intervention groups for targeted students using wellbeing service and PSW manager.	Evidence – analysis of weekly behavioural data shows a reduction in behaviour incidences of PP students, but also a closing of the gap between PP and non-PP	<p>Use of Pastoral Support and Welfare Manager to meet with PP students who are in seclusion to discuss reasons for that repeated sanction</p> <p>Use of Wellbeing worker to run a regular small group focusing on PP KS3 boys with anger issues.</p>	AVP	

<p>Behaviour and Engagement of PP</p>	<p>PP students are supported with direct financial input so they can engage as per non PP students e.g. Trips, uniform support, music lessons, personal programmes, breakfast club</p>	<p>Breaking down financial barriers ensures all pupils feel equal with their peers.</p>	<p>Progress leaders oversee each PP child in their year to maximise their engagement and give them the opportunity to take part in all aspects of school life as appropriate.</p>	<p>Progress leader and form tutor.</p>	
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6. Review	
Previous Academic Year	2017-18
<p>Please see documents:</p> <p>Annex 5 Year 7 Catch Up spend summary Pupil Premium funding spend 2017-2018</p>	
7. Additional detail	
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <ul style="list-style-type: none"> • Attendance Register • Performance Tables • NFER toolkit • National deprivation statistics • FF and drop in • CPD records <p>Ideas for the future:</p> <p>Raising Aspirations is key to raising achievement for PP students, as such</p> <ul style="list-style-type: none"> • Building stronger partnerships with primary schools to build on the work they are doing and supporting this through transition. • A possible joint project to track work building on aspiration. Showing younger students what students from Vale of York have achieved historically. How much money is it possible to earn? Possible lifestyle that everyone can follow. • Organise targeted interviews with PP students to raise aspiration on an individual basis (including with parents) <p>Attendance</p>	

- Tracking attendance of targeted families. Joint attendance meetings with primary colleagues with PA students. (especially after choices have been made regarding secondary school choices)
- Develop joint attendance policy with primary schools. This may not be the full policy, but ensure we come into line with issues such as penalty notices.

