

## Pupil Premium Funding Action Plan 2018-19

At Queen Elizabeth's Academy we currently have 254 disadvantaged students on roll in years 7-11 (45% of the overall cohort).

Planned Allocation and expenditure for the academic year 2018-19

- The Academy has been allocated £237,490
- Planned expenditure for academic year 2017-2018: £255,045

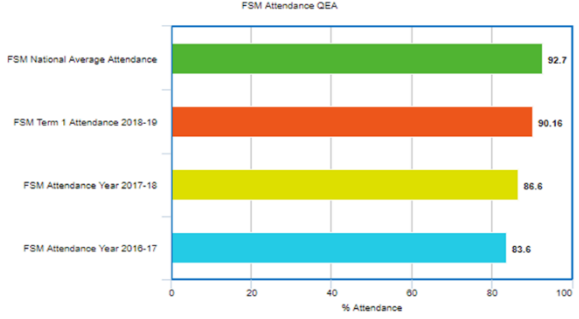
### Key aims:

- To develop a clear direction and focus the use of pupil premium funding
- To raise the levels of attainment and achievement of disadvantaged students
- To improve knowledge and understanding of the most effective strategies and evaluate impact

Record of PPG Spending by item/project 2018/19				
Issues identified	Cost	Objective	Expected Outcome	Impact
<p>Overall KS4 attainment and progress for PP</p> <ol style="list-style-type: none"> <li>1. P8 for PP students not yet national average</li> <li>2. Attainment 8 for PP not yet national average</li> </ol>	<p>Progress lead for KS4 £3,800</p>	<p>Improve performance of disadvantaged students overall progress 8 Good teaching for all students through ongoing curriculum improvements. <i>(Research: EEF The Attainment Gap 2017: What happens in the classroom makes the biggest difference)</i></p>	<p>0.50 improvement in PP P8 score from 2018. Improved attainment 8 for PP students by 5. E.g. 30 to 35. <i>(Evidence: CSI current progress analysis, exam results)</i></p>	<p>Feb update PP -1.11 2018 to -0.27 2019 projected. Closing of PP gap Attainment remains similar at 30 for PP</p>

<p><b>English</b> Responsible: TMT Issues:</p> <ol style="list-style-type: none"> <li>1. Progress of disadvantaged students at KS4 in English</li> <li>2. Ability of students on entry to Y7 in English</li> <li>3. Ensure literacy and library services are running and staffed</li> </ol>	<p>Software package £4000</p> <p>Library resources £2000</p>	<p>Accelerated reader KS3 - reading testing with 7-9 alongside GL assessments</p> <p>TA used as librarian (subject to further training) to help run programme</p>	<p>Testing applied to 7-9. Years 7 and 8 will have data used in library lessons to monitor reading progress <i>(Evidence: % participation rates, number of words read)</i></p>	<p>TA role moved to work with students on reading intervention. English staff training has been delivered GL testing in Y8 and 9 indicates progress</p>
		<p>Identification of appropriate intervention subject to baseline testing and current attainment (star assessment)</p> <p><i>(Research: EEF The attainment gap 2017 Catch up is difficult: we should aim to get it right first time round for all children.)</i></p>	<p>Improvements in reading ages 3+ in 6 months <i>(Evidence: NGRT GL test reading ages)</i></p>	<p>Baseline:</p>
		<p>Ensure capacity of staffing for intervention (LSL to help with intervention for small KS4 groupings) <b>Reduced gap for PP students by raising attainment in 11</b></p>	<p>Improvements in reading ages 3+ in 6 months PP given intervention in tutor sessions and prioritised in after school intervention - <i>(Evidence P8 score for English PP students)</i></p>	<p>English tutor working with KS4 Mondays and Fridays. Students identified 2018 -1.2 P8 English 2019 projected -0.1</p>
<p><b>Maths</b> Responsible: AKG Issues:</p> <ol style="list-style-type: none"> <li>1. Low ability of Y7 students on entry</li> </ol>	<p>Staffing £21,803</p>	<p>Ensure capacity of staffing for intervention with year 11 Thursday 3-3.45pm and measure impact. <i>(Research: EEF The attainment gap 2017. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment)</i></p>	<p>80% of Year 11 PP students attend intervention every week <i>(Evidence: registers for P7.)</i></p>	<p>Maths 2018-0.7 Projected 2019 -0.1</p>

<p><b>2. KS4 outcomes for disadvantaged students not at national average.</b></p>		<p>Identification of appropriate intervention based on baseline testing and current attainment <i>(Research: maths mastery learning +5mths, EEF)</i></p>	<p>Year 7 students in intervention make six months progress in three <i>(Evidence: progress compared to baseline.)</i></p>	<table border="1" data-bbox="1581 288 2013 459"> <thead> <tr> <th colspan="4">Year 7 Maths DC2</th> </tr> <tr> <th></th> <th>Below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>37</td> <td>63</td> <td>26</td> </tr> <tr> <td>Girls</td> <td>32</td> <td>68</td> <td>28</td> </tr> <tr> <td>Boys</td> <td>42</td> <td>58</td> <td>24</td> </tr> <tr> <td>PP</td> <td>37</td> <td>63</td> <td>18</td> </tr> <tr> <td>NPP</td> <td>39</td> <td>61</td> <td>32</td> </tr> </tbody> </table> <p><b>2% gap in expected 14% gap above for disadvantaged students</b></p>	Year 7 Maths DC2					Below	Expected	Above	Overall	37	63	26	Girls	32	68	28	Boys	42	58	24	PP	37	63	18	NPP	39	61	32
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<p><b>PE</b> Responsible: MSN Issues:</p> <ol style="list-style-type: none"> <li>Lack of PE kit – many of the PP students will continue to keep their PE kit in school and have it washed regularly</li> <li>Affordability issues</li> <li>Persistent forgetting of PE kit amongst some PP students</li> <li>Cleanliness and Hygiene concerns</li> <li>PE department have introduced a new and compulsory PE kit</li> <li>Lack of participation in Extra Curricular Rugby</li> </ol>	<p>£720</p>	<p>Provide new PE T-shirt Supply of shorts/Leggings</p> <p>Shorts and T-shirts to be lent to students by their PE teacher (for those who forget kit on a PE day)</p> <p>New Gum-shields. Needed in Rugby to protect the mouth during contact. All boys and girls in Year 7 &amp; 8 play Rugby and all boys in Year 9 and 10 also.</p> <p><i>(Research: EEF sports participation 2+ mths)</i></p>	<p>Maintain the excellent participation rate amongst all students (particularly PP). This was very successful last Academic year and vastly improved participation. (see review of PP plan 2017-18)</p> <p><i>(Evidence: log of kit given/ loaned, C3 in PE reduced)</i></p>	<p>PP students identified (50 students) take their kits home with them and bring it in for each lesson but for others (25 students), their kit is kept in school handed to them each lessons and washed regularly for them.</p> <p>This has had a massive impact on participation as it is rare to have none doers in PE nowadays. It has also helped to start lessons in a more organised fashion as these students are not waiting around to borrow kit or to give us excuses for not bringing it.</p> <p>Some of the PP funding has gone towards buying gum shields for Rugby lessons which is again very important.</p> <p><b>Action: add footwear into the provision</b></p>																												
<p><b>Attendance</b> Responsible: KWT Issues:</p> <ol style="list-style-type: none"> <li>Attendance of PP below 97%</li> <li>% of PP students who are PA</li> </ol>	<p>Staffing £37,926 Resources £1000</p>	<p>Attendance initiatives for disadvantaged students</p> <p>Home visits for PP students at risk of becoming PA</p> <p>First day absence phone calls for all PP students</p>	<p>Attendance of PP students in PA category will not exceed national figures (21%)</p> <p>Improve attendance of PP students</p>	<p><b>PP attendance 2017-18 86.6 PP attendance 2018-19 90.2 National average 92</b></p>																												

		<p>Mini bus targeted at disadvantaged students at risk of PA/who are PA</p> <p><i>(Research: NGA spotlight on disadvantage 2018. The data from this study suggests that schools need to adopt a more holistic outlook when deciding on pupil premium spending.)</i></p>	<p>towards national average.</p> <p><i>(Evidence: attendance and PA figures)</i></p>	 <p>PP PA 2017-18 41.5% PP PA 2018-19</p>
<p><b>Attitudes to learning</b></p> <p>Responsible: DBD</p> <ol style="list-style-type: none"> <li>Aspiration of students</li> <li>Lack of alternative programmes (after School)</li> <li>Mentor support for disadvantaged students</li> <li>PP Enrichment support/provision support</li> <li>Uniform Support</li> <li>Student Welfare</li> <li>ARNA Support (Support for “Anxiety Related Non-Attendance students” - Monitor and distribute Edlounge Seats</li> <li>Support with reintegration of students back into main stream education</li> <li>Curriculum Design</li> </ol>	<p>(Staff costs)</p> <p>Summit Support mentor £16000</p> <p>Alternative Provisions Primary Teachers £21000</p> <p>KS2-4 curriculum resources £9950</p>	<p>Summit Mentor - Supporting key stage 3 students running bespoke curriculum similar to JWR.</p> <p><i>(Research: EEF behaviour interventions 3+ mths)</i></p> <p>Summit Primary Teacher - Developing/facilitating primary curriculum to Key Stage 2 students</p> <p><i>(Research: EEF The attainment gap 2017. The transition between phases of education -primary to secondary - is a risk-point for vulnerable learners.)</i></p> <p>Supporting with transition from primary and transition to and from the Inclusion centre to main stream education.</p>	<p>Reduction in exclusions gap for disadvantaged students</p> <p><i>(Evidence: exclusion figures for PP students)</i></p>	<p><b>KEY STAGE 3 provisions currently delivering project based learning which has engaged student and improved learning</b></p> <p><b>Primary provisions supporting 3 students on EHCP whilst full time provisions are found within a local special school. Students assessed through B Squared and Boxall Profile to support social and emotional Needs. Boxall targets reviewed every half term and new targets set. Training provided by Primary school (Samuel Barlow) to support our new KS2 Tutor.</b></p>

	<p>Software Support</p> <p>£12,000</p>	<p><i>Ed Lounge Support site for students to access education off-site due to illness, exclusion or ARNA related</i></p>	<p>Improve PP attendance and reduce PA to be in line with national average</p> <p><i>(Evidence will be measured through progress reports, student feedback and attendance data)</i></p>	<p>2017-18 PA PP 41.5%</p> <p>2018-19 PA PP 27.6%</p> <p>ARNA currently supporting 10 students with Edlounge provisions and TA one to one support.</p> <p>Currently the Summit centre supports 7 children who do not access mainstream education and therefore access our home support package Edlounge. Currently their attendance is -</p> <table border="1" data-bbox="1585 596 2175 802"> <tr> <td>Student 1</td> <td>94.9%</td> </tr> <tr> <td>Student 2</td> <td>95.7%</td> </tr> <tr> <td>Student 3</td> <td>100%</td> </tr> <tr> <td>Student 4</td> <td>93.2%</td> </tr> <tr> <td>Student 5</td> <td>100%</td> </tr> <tr> <td>Student 6</td> <td>100%</td> </tr> <tr> <td>Students 7</td> <td>93.6%</td> </tr> </table> <p>That's an average attendance is <b>96.7%</b></p>	Student 1	94.9%	Student 2	95.7%	Student 3	100%	Student 4	93.2%	Student 5	100%	Student 6	100%	Students 7	93.6%
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	<p>(Staff Cost)£94,506</p> <p>Inclusion manager, house leaders</p> <p>Inclusion mentor£8720</p>	<p>CAMH's Counselling services</p> <p>Inclusion mentor One to one student support &amp; Breaking down barriers and Anger Management</p> <p><i>(Research: EEF Social and emotional learning +4 months)</i></p>	<p>Consequence points of PP reduce. Reduced C3s which mean more time in lessons learning)</p> <p><i>(Evidence: Student feedback / Parent feedback)</i></p>	<p>22 students have accessed support with the in school counsellor so far this year which has supported students both with attendance and attainment. There is still a waiting list.</p>														
	<p>£12000</p>	<p>AP provisions for 2 PP students part time accessing off-site provisions as at risk of permanent exclusion</p>	<p>AP successful cater for student needs. Successful integration if appropriate.</p>	<p>Fixed term exclusions (non Summit students) PP 2017-18 35</p> <p>2018-19 25</p>														

			<i>(Evidence: Cs report, data AP provider re progress.)</i>	
	£1500	<p><b>Duke of Edinburgh Bronze Award:</b></p> <p>John Muirs Award;</p> <p>Map Reading Qualifications</p> <p><i>(Research: EEF outdoor adventure learning 4+ mths)</i></p> <p>Young First Aider Award</p> <p>Hear Start Award Prince's Trust</p> <p><i>(Evidence: EEF The Attainment Gap 2017: Essential life skills (or 'character') are important in determining life chances.)</i></p>	<p>Reduced exclusion for PP students</p> <p><i>(Evidence: Enrichment registers)</i></p>	<p>20 students in year 10 7 students completing silver in year 11</p> <p><b>Currently all students who access key stage 4 have progressed through all 3 stages of their John Muirs Award and their Map reading qualifications too.</b></p>
	£8120	<p><b>Support PP students with uniform issues.</b></p> <p>All PP students will receive a blazer and tie. PE kit has been altered to ensure this can be afforded by all.</p>	<p>PP PA and overall attendance improves due to reduced barriers to being at school.</p> <p><i>(Evidence: C2 Uniform data Pre/post intervention)</i></p>	<p>94 students have borrowed or been bought uniform to enable them to access school keeping standard high but not inhibiting students from attending lessons.</p> <p>In the Summit uniform provided from mainstream to support 7 students with transition. 4 students successful and 3 still on transition plans.</p> <p><b>Attendance data above also correlates the impact of this.</b></p>