

## Pupil Premium Funding Action Plan 2017-18

At Queen Elizabeth's Academy we currently have 266 disadvantaged students on roll in years 7-11 (46% of the overall cohort).

Planned Allocation and expenditure for the academic year 2017-18

- The Academy has been allocated £192,610
- Planned expenditure for academic year 2017-2018: £200,082

### Key aims:

- To develop a clear direction and focus for closing the gaps between disadvantaged and non-disadvantaged students
- To raise the levels of attainment and achievement of disadvantaged students and narrow the gap with non-disadvantaged students
- To improve knowledge and understanding of the most effective closing the gaps strategies

Record of PPG Spending by item/project 2017/18				
Issues identified (gap)	Cost	Objective	Expected Outcome	Impact
1. Disadvantaged student progress below national average	Progress leads	Improve performance of disadvantaged students overall progress 8 as well as narrow gap between non-disadvantaged and disadvantaged.	HT5 Disadvantaged progress 8 -0.39 <i>(Evidence: sira data after data collection points. DFE P8 calculation.)</i>	Basics for disadvantaged students has improved 9-4 to 36.2% and 9-5 12.8%. This is an improvement from 2017 but is not yet national average. A8 performance for disadvantaged students has also improved from 2017 from 24.69 to 28.24.
English Responsible: TMT Issues: 1. Progress of disadvantaged	Software  £1950	Review accelerated reader participation and number of words read/ % pass rate in comprehension quizzes	95% of PP participation on accelerated reader in year 7.	Baseline assessment now complete. Lack of consistent staffing in the library has impact on the success experienced last year. Also no lead teacher for AR.

<p>students at KS4 in English</p> <p>2. Ability of students on entry to Y7 in English</p> <p>3. Lack of cohesive reading culture at KS3.</p>	Resources £300		<i>(Evidence: accelerated reader reports)</i>																						
	Resource: £3100	Identification of appropriate intervention based on baseline testing and current attainment	Reading ages SS improved (by 6mth in 3 mth period)	<p>Appointments made during the academic year gave us the necessary staffing to run English interventions in year 7 and 8. Baseline average SS 86. Autumn testing will indicate progress.</p>																					
	Staffing: £25,368	Ensure capacity of staffing for intervention (year 7)																							
		Reduced gap for PP students by raising attainment in 11	Review impact of P7 and tutor intervention. <i>(Evidence: registers for P7.)</i>	<table border="1"> <thead> <tr> <th>Name</th> <th>Filter</th> <th>Valu</th> <th>Stu Count</th> <th>Eng 9-5 %</th> <th>Eng 9-4 %</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>N</td> <td></td> <td>66</td> <td>37.9</td> <td>53</td> </tr> <tr> <td>Pupil Premium</td> <td>Y</td> <td></td> <td>62</td> <td>19.4</td> <td>40.3</td> </tr> </tbody> </table> <p>English tutor group has had the greatest impact across subject areas from AP1 to 2. Attendance at P7 has been made compulsory from Feb and has resulted in improved attendance after school. Overall progress in English indicates an improvement on 2017 results.</p>	Name	Filter	Valu	Stu Count	Eng 9-5 %	Eng 9-4 %	Pupil Premium	N		66	37.9	53	Pupil Premium	Y		62	19.4	40.3			
Name	Filter	Valu	Stu Count	Eng 9-5 %	Eng 9-4 %																				
Pupil Premium	N		66	37.9	53																				
Pupil Premium	Y		62	19.4	40.3																				
<p>Maths</p> <p>Responsible: AKG</p> <p>Issues:</p> <p>1. Low ability of Y7 students on entry</p> <p>2. KS4 outcomes for disadvantaged students not at national average.</p>	Staffing  £21,803	Ensure capacity of staffing for intervention with year 11 Thursday 3-3.45pm and measure impact.	80% of Year 11 PP students attend intervention every week <i>(Evidence: registers for P7.)</i>	<table border="1"> <thead> <tr> <th>Name</th> <th>Filter</th> <th>Valu</th> <th>M8 - M7 %</th> <th>M8 - S7 %</th> <th>M8 - D7 %</th> <th>M8 - E7 %</th> </tr> </thead> <tbody> <tr> <td>Pupil Prer N</td> <td>N</td> <td></td> <td>7.4</td> <td>53.7</td> <td>79.6</td> <td>98.1</td> </tr> <tr> <td>Pupil Prer Y</td> <td>Y</td> <td></td> <td>5.5</td> <td>34.2</td> <td>80.8</td> <td>100</td> </tr> </tbody> </table> <p>The disadvantaged gap has also slightly narrowed from 0.34 to 0.03 as well as progress overall improving</p>	Name	Filter	Valu	M8 - M7 %	M8 - S7 %	M8 - D7 %	M8 - E7 %	Pupil Prer N	N		7.4	53.7	79.6	98.1	Pupil Prer Y	Y		5.5	34.2	80.8	100
			Name	Filter	Valu	M8 - M7 %	M8 - S7 %	M8 - D7 %	M8 - E7 %																
Pupil Prer N	N		7.4	53.7	79.6	98.1																			
Pupil Prer Y	Y		5.5	34.2	80.8	100																			
	Identification of appropriate intervention based on baseline testing and current attainment	Year 7 students in intervention make six months progress in three	20 % of students who have accessed maths intervention now no longer require additional support and are accessing a regular group. A further 20% are very close to reaching the required level of																						

			<i>(Evidence: progress compared to baseline.)</i>	improvement.
Humanities Responsible: OSS Issues: performance of disadvantaged students in history and geography		Improve performance of disadvantaged students in humanities and EBACC bucket	The 80% of Pupil premium students make progress in relation to their starting points <i>(Evidence: data collection)</i>	Humanities VA disadvantaged gap 0.17  Projected progress for EBACC indicates progress from 2017 (-1.48 to -1.33)
PE Responsible: MSN Issues: 1. PP students issues with kit for lessons 2. Lack of PP students engaged in extra curricula PE		To ensure that all pupil premium students engage in PE on a regular basis and accelerate the number of PP students accessing extra-curricular clubs.	Improve PP engagement in <i>(Evidence: Enrichment registers)</i>	15 students have accessed PE kit support so far. 14 out of 15 students (93%) have engaged with PE now as a result. Reduced behaviour referrals, improved attendance in lessons.
Attitudes to learning Responsible: DBD  1. Aspiration of students 2. Lack of alternative programmes (after School) 3. Mentor support for disadvantaged students 4. PP Enrichment support/provision support 5. Uniform Support 6. Student Welfare	(Staff costs)  Inclusion Support mentor  £16.000	Supporting key stage 3 students running a similar programme to JWR. Supporting with transition from primary and transition to and from the Inclusion centre to main stream education.  Supporting JWR with Thursday Enrichment programme.	Reduction in exclusions gap for disadvantaged students	Exclusion review. At the end of November, a full review of FTEs was undertaken. At that point there had been 45 FTEs to date, 37 of which were one-time offenders. Of the 45, there was no identifiable gap between PP and non-PP. Fixed Term Exclusions= 45 to date this year  <b><u>Breakdown of data:</u></b> 37 are one-time offenders 8 are repeat offenders 23 PP                      22 non-PP
	Software	<i>EdLounge Support site for students to access education off-site due to</i>	<i>(Evidence will be measured through progress reports,</i>	13 students currently accessing or have accessed Edlounge off site. Attendance for these students is on average 78.8%. Students overall attendance has improved by 2%.

	Support £12,000	<i>illness, exclusion or ARNA related</i>	<i>student feedback and attendance data)</i>	Reduction in number of students who are PA. Before accessing this one student's attendance was 4% and it now 68%.
	(Staff Cost)£74,147  Inclusion manager, house leaders  Inclusion mentor£8720	CAMH's Counselling services  Inclusion mentor <i>(Social and emotional learning +4 months) One to one student support &amp; Breaking down barriers and Anger Management</i>	<i>(Evidence: Student feedback / Parent feedback)</i>	Behaviour mentor support: Part time student timetable (8)  JWR group breaking down barriers  2 students on anger management programme
	£12000	AP provisions for 2 PP students part time accessing off-site provisions as at risk of permanent exclusion	<i>(Evidence: Cs report, data AP provider re progress.)</i>	1 students now integrated in to LIC. 1 student accessing part time provision at Cast. Young carer. The student has been consistent in accessing provision. Progress reports also encouraging.
	£1500	Duke of Edinburgh Bronze Award;  John Muirs Award;  Map Reading Qualifications  Young First Aider Award  Hear Start Award Prince's Trust	<i>(Evidence: Enrichment registers)</i>	28 students accessing Duke of Edinburgh and St John young life savers award and navigation award.  2 trips (practice walks) already taken place. Students didn't expect it to be as hard as it was. 26 voluntary work as part of course. 26 hours physical. A student who suffers with panic attacks concerned about physical fitness and travel. One of the first students at the top of the mountain and actually supported other students on the visit.  All students in LIC doing John Muir award. 18 students who would be at risk of exclusion accessing LIC successfully.
	£8120	Support PP students with uniform issues.  All PP students will receive a blazer and tie. PE kit has been altered to	<i>(Evidence: C2 Uniform data Pre/post intervention)</i>	Log of uniform support now in place. Impact seen in behaviour and attendance figures.

		ensure this can be afforded by all. Change to white polo shirt and navy shorts or tracksuit bottoms.		
Attendance Responsible: DPL/ KWT Issues: <ol style="list-style-type: none"> <li>Attendance of PP below 97%</li> <li>% of PP students who are PA</li> </ol>	Resources £120 Staffing £14,953	Attendance initiatives for disadvantaged students Mini bus targeted at disadvantaged PA students.	Identifying local students who can access the Academy minibus on a regular basis (right students). Evaluate every half term ( <i>Evidence: track attendance through SIMs data.</i> )	Mini bus picks up students out of catchments and with PA issues. 69% of students accessing mini bus are PP. PA - 60 students non PP 73 students PP. Overall attendance: PP 90.78% (2017 86.6) Non PP 93.44% Gap 2.66% (2017 gap 4.7%)