

## Pupil Premium Funding Action Plan 2016-17

At Queen Elizabeth's Academy we currently have 203 disadvantaged students on roll in years 7-11 (45% of the overall cohort).

Planned Allocation and expenditure for the academic year 2016-17

- The Academy has been allocated £214,115 for the academic year 2016-17
- Planned expenditure for academic year 2016-2017: £263,024.25

### 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

<b>Record of PPG Spending by item/project 2016/17</b>				
Issues identified (gap)	Cost	Objective	Expected Outcome	Impact (Data point 1 2016-17)
<b>Progress 8</b> 1. Gap in 2015 Y11 -0.62  2015    -0.75%  HT5     -0.51		Improve performance of disadvantaged students overall progress 8 as well as narrow gap between non-disadvantaged and disadvantaged.	<b>HT5 Disadvantaged progress 8 -0.39</b>	
<b>English/ literacy</b> 1. Low levels of literacy on entry at KS2 of disadvantaged students 2. Disadvantaged students 3LOP 3. Performance of disadvantaged boys in Y11 4. Performance of disadvantaged SEN in Y11 (8 students) 5. Y10 Persistent absence disadvantaged students (21 students) 6. Gap between disadvantaged/non-disadvantaged widening from year 9 upwards.	Resources £150	Intervention sessions for Y10/11 students after school.  Targeted intervention for underachieving students (74% are disadvantaged). Timetabled, specific teacher responsibility, work checked under scrutiny procedures. <i>(Improved feedback - EEF +8 months, Individualised instruction, EF-+2 months)</i>  Copies of exam texts issued to disadvantaged students. Additional	Narrow gaps between disadvantaged and non-disadvantaged students in KS4 to be in line with or better than national statistics.  Gap at 17% or smaller. 57% of disadvantaged students to reach expected progress.  Improved attitudes	Baseline summer 2 y10 core English: Non-disadvantaged: 56% Disadvantaged: 22% Gap: 34%

		<p>sessions on homework and revision for PP students. (<i>Sutton trust - Homework - +5 months</i>)</p> <p>Generic revision sessions - optional and open to all students</p>	<p>and participation in homework.</p> <p>(<i>Evidence SIMS homework referrals, student voice, work scrutiny, intervention attendance registers</i>)</p>																																				
£3000	<p>Phonics fresh start intervention delivered by HLTA 2016-2017 6 students, 4 of which are PP</p> <p><b>2015 - 16 impact: average increased reading age of 3 years. 2015-16 89% (8) students' disadvantaged/ 11% (1) non-disadvantaged. 127 phonic sounds gained.</b></p> <p>(<i>Sutton Trust phonics +4 months</i>)</p>	<p><b>6 months reading age progress for 3months teaching Full phonic knowledge 250+ sounds</b></p> <p>(<i>Evidence: Fresh starter tracker - phonic sounds, reading age, expected/ above expected progress in Y7.</i>)</p>	<table border="1"> <thead> <tr> <th>Y7 2016 - 17</th> <th>Baseline</th> <th>HT2</th> <th>Impact in 1 term (3 months)</th> <th>HT5</th> <th>Impact overall</th> </tr> </thead> <tbody> <tr> <td>Reading age average disadvantaged</td> <td>6.76</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non disadvantaged</td> <td>8.71</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Phonics disadvantaged (8)</td> <td>156</td> <td></td> <td>sounds</td> <td></td> <td></td> </tr> <tr> <td>Phonics non disadvantaged (1 student)</td> <td>162</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Y7 2016 - 17	Baseline	HT2	Impact in 1 term (3 months)	HT5	Impact overall	Reading age average disadvantaged	6.76					Non disadvantaged	8.71					Phonics disadvantaged (8)	156		sounds			Phonics non disadvantaged (1 student)	162										
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Resources £100	<p>Training for staff on use of phonics for staff that teach lower ability groups (<i>Student who followed the fresh start programme previously, or those of slightly higher reading ability but still below 10</i>) To be delivered September inset.</p>	<p>Reading ages across all year 7 groups to improve in line with at least age expected. (<i>Evidence: reading ages from STARS tests student voice, lesson drop ins</i>)</p>																																					

	<p>Staffing £25,368</p>	<p>Wave 1,2 and 3 literacy interventions including rainbow reading, switch on, corrective reading 2016-2017 16 students, 9 of which are PP <b>2015-2016 impact Y7 + 1.7 years Y8 +1.2 years</b> <i>(Sutton trust Reading comprehension strategies +5 months)</i></p>	<p>Rapid improvement in reading age of disadvantaged students. <b>6 months progress for 3 months intervention</b> <i>(Evidence: reading age data, Y7/8 star testing)</i></p>	<p>13 new year 7 students have SAS scores at 80 or lower. 16 students have reading ages at 8.1 or lower.</p> <table border="1" data-bbox="1570 161 2154 432"> <tr> <td>Y7</td> <td>Baseline</td> <td>HT2</td> <td>Impact</td> </tr> <tr> <td>Reading age non disadvantaged</td> <td>7.06</td> <td></td> <td></td> </tr> <tr> <td>Reading age disadvantaged</td> <td>6.64</td> <td></td> <td></td> </tr> <tr> <td>Gap</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y8</td> <td>Baseline</td> <td>HT2</td> <td>Impact</td> </tr> <tr> <td>Reading age disadvantaged</td> <td>6.63</td> <td></td> <td></td> </tr> <tr> <td>Reading age non disadvantaged</td> <td>8.28</td> <td></td> <td></td> </tr> </table>	Y7	Baseline	HT2	Impact	Reading age non disadvantaged	7.06			Reading age disadvantaged	6.64			Gap				Y8	Baseline	HT2	Impact	Reading age disadvantaged	6.63			Reading age non disadvantaged	8.28										
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	<p>Resources £300</p>	<p>Premier League Reading Stars Y8 disadvantaged boys (16 underperforming boys identified at the end of y7) to increase engagement in reading for pleasure 2015-2016 disadvantaged students made an average of 15 months progress in reading ages. <i>(Sutton trust Reading comprehension strategies +5 months)</i></p>	<p>Improved engagement of disadvantaged students in reading for pleasure. <i>(Evidence: student voice)</i></p>	<table border="1" data-bbox="1570 488 2154 742"> <tr> <td></td> <td>Baseline</td> <td>End 10 weeks</td> </tr> <tr> <td>Disadvantaged</td> <td></td> <td></td> </tr> <tr> <td>Non disadvantaged</td> <td></td> <td></td> </tr> <tr> <td>Gap</td> <td></td> <td></td> </tr> </table>		Baseline	End 10 weeks	Disadvantaged			Non disadvantaged			Gap																										
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	<p>Software £1950</p>	<p>Accelerated reader scheme for accurate reading data to enable interventions to be accurate.  Participation 2015-16 at 98%. Average correct % for non-disadvantaged: 70%, Average correct for disadvantaged: 67.3%  Increase non-fiction AR stock to target boy's engagement.  <i>(Sutton trust Reading comprehension strategies +5 months)</i></p>	<p>Increased participation in accelerated reader. Improve success rate. Termly assessment points to improve reading age, grades. Teachers use profile of students to target teaching at areas for intervention. <i>(Evidence: 100% of students participating, star testing from baseline, number of word read.)</i></p>	<table border="1" data-bbox="1570 746 2154 1358"> <tr> <td></td> <td>HT1</td> <td>HT2</td> <td>HT3</td> </tr> <tr> <td>Participation</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>Words read</td> <td></td> <td></td> <td></td> </tr> <tr> <td>% correct disadvantaged</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>% correct non disadvantaged</td> <td></td> <td>64.6%</td> <td>75%</td> </tr> <tr> <td></td> <td>HT4</td> <td>HT5</td> <td>HT6</td> </tr> <tr> <td>Participation</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>Words read</td> <td></td> <td></td> <td></td> </tr> <tr> <td>% correct disadvantaged</td> <td>%</td> <td>%</td> <td>%</td> </tr> </table>		HT1	HT2	HT3	Participation	%	%	%	Words read				% correct disadvantaged	%	%	%	% correct non disadvantaged		64.6%	75%		HT4	HT5	HT6	Participation	%	%	%	Words read				% correct disadvantaged	%	%	%
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	Resources £100	<p>Training for staff on closing the gap to lead to improvements in feedback and wave 1 teaching with specific focus on year 9 and year 10. Teachers to have 5-6 targeted disadvantaged students in these groups. Additional in-class marking and red pen tasks once per week minimum. <i>(Sutton trust - feedback +8 months)</i></p>	<p>Improved outcomes for disadvantaged students in y9/10.</p> <p>Gap in y9 is at 1% (2016 disadvantaged 17%. Target for 2017 - 27%) Year 10 disadvantaged targets for expected progress by the end of the year: 37% (2016 was 27%) <i>(Evidence: % gap between dis/advantaged students at each data point, work scrutiny)</i></p>				
	£500	<p>Reading club to take part in Brilliant Book Award and Carnegie Shadowing.</p> <p>7 students attended 2015-2016. Change of time 2016-2017 and additional promotion to increase numbers. <i>(Sutton trust Reading comprehension strategies +5 months)</i></p>	<p>Improve engagement in reading for pleasure Improve attendance of disadvantaged students at reading club. <i>(Evidence: attendance figures - 15 students)</i></p>				
	£2000	<p>Author visits for Y7, 8, 9 students followed by targeted workshops for disadvantaged students.</p> <p>Student voice feedback from sessions 2015/2016 77% students felt the sessions</p>	<p>Promote reading for pleasure and involvement in reading club for disadvantaged students <i>(Evidence: student voice, student</i></p>				

		delivered by visitors were good or excellent.	<i>evaluations)</i>	
	£4200	First Story 50% of students attended were PP. PP students (2 out of possible 2) in Y11 selected to attend residential Arden course in summer.	Increase student confidence in speaking and listening skills and to aspire to be a writer as a career choice.  <i>(Evidence: student questionnaire)</i>	
	£550	Romeo and Juliet Shakespeare performance	See the text as a play and be able to write about this as a performance in assessments.  <i>(Evidence: student voice/ R&amp;J assessments Y10/11)</i>	
<b>Maths/ numeracy</b>  <b>Responsible: ABS</b>  1. Low levels of numeracy (particularly with basic times tables and recognition of 'shape' facts) in year 7 (and some lower ability groups 8-10)	Software £3330 Staffing £3389	Early intervention for Year 7 students to narrow the knowledge & skills gap and therefore the overall gap between disadvantaged and non-disadvantaged.	<i>(Baseline tests; data entry SIMS, progress testing)</i>	
2. Significant gap between disadvantaged and non-disadvantaged across all year groups	Resources £500	After school interventions for year 11 PP students on Thursdays. Targeting QLA questions - therefore more bespoke for each student  Tracked by P7 register.  Progress monitored through end of	Students expected show greater understanding of typically challenging and new topics.  <i>(Evidence: Evaluation of data at each assessment point,</i>	

		topic tests.	<i>with impact showing progress towards GCSE target. Reduction in the number of same type of questions coming up in the QLA after each assessment.)</i>	
		5 students per class/teacher will be identified and worked closely with in both year 7.	Greater fluency and understanding in maths. Narrow the gap early on between PP and non PP  <i>(Evidence: Students show progress via end of topic tests and end of term tracking data (SIMS) and work scrutinies.)</i>	
		Additional in-class marking, 1-2-1-verbal feedback, after school interventions for disadvantaged students (all year groups)  (Sutton Trusts shows this is one of the most effective ways to support rapid progress -up to a 9-month gain).	Students make progress in line with non disadvantaged students  <i>(Evidence: data entry)</i>	
	Staffing  £1694.50	Homework club for PP students - every Wednesday 3-3.30pm (all year groups)	Students increased fluency in maths, especially with new and traditionally challenging topics.  <i>(Increased return</i>	

			<i>rate of homework - at least in line with non PP students - SIMs none completions of homework logs)</i>	
	Resource £1139.50	Provide year 11 PP students with revision guides and calculators to support homework and revision further.	Additional resources at hand to support during lessons and with homework  <i>(Significantly narrowing of the PP gap - at least in line with national average in Y11.)</i>	
	Staffing £21,803	Small group tuition for disadvantaged students in Maths  (Sutton trust +4 months)	Data collection and analysis of groups.  <i>(Evidence: improved achievement of targeted students)</i>	
<b>Science</b>  <b>Responsible: PCY</b>  <ol style="list-style-type: none"> <li>1. Performance gap between disadvantaged and non-disadvantaged widening.</li> <li>2. Performance of disadvantaged students in lower banding.</li> <li>3. Y11 mid-ability disadvantaged students 3LOP and 4LOP.</li> <li>4. Raise aspiration and expectation of staff and student performance.</li> <li>5. Staff held to account for performance of students</li> <li>6. Improve quality of teaching and</li> </ol>	£261.25	Provide relevant revision guides to Y11 PP students for use in revision sessions, to support with homework and revision. Students bring revision guide to lessons and revision sessions. Evidence of use through completed homework tasks directly referencing books.  (Sutton trust research homework improved by on average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress))	Overall science  Disadvantaged 3LOP  2016 19.5%  2017 target 35%  2016 4LOP 2.6%  2017 target 8%  <i>(Evidence: data collection, QA by work scrutiny)</i>	

learning	Resources £500	Compulsory intervention group targeting PP students specifically to be established Tuesday after school. PP students invited to attend based on current attainment. Contact with home. Made to ensure attendance.		
		<p>CPD for staff on new grading system and monitoring of LOP. This information to be displayed on lesson plans and seating plans and evidence of its use in planning to be seen.</p> <p>(Sutton trust research teaching: Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.)</p>	<p>Staff to further develop focus on LOP and not A*-C. PP students to be monitored for LOP routinely and intervention strategies to be enacted in a timely manner. One member of staff to attend a CPD session on Learning to Learn and another to attend a session on grades 9-1.</p> <p><i>(Evidence: Department QA of lesson plans, department QA of seating plans, attendance of training sessions.)</i></p>	
	Resources £750	PP students entering Y7 and scoring below average on baseline test to be targeted for attendance of after-school club developing investigation and practical skills through science projects.	<p>Raise attainment on HSW skills tests, which now forms 33% of GCSE exam questions.</p> <p><i>(Evidence: Monitoring of HSW progress through APP tasks and tests. QA</i></p>	



			<p><i>through department trackers and scrutiny of books, progress tests.)</i></p>	
		<p>Wave 1 teaching improvements to close the gaps: department to hold weekly meetings in which a focus is determined, in line with the whole academy focus. Drop in QA to look for the agreed focus. Overall feedback to be presented in department meetings with individual conversations where appropriate. Good practice to be shared and discussed.</p> <p>Drop ins to be performed by head of English and maths to ensure full picture is achieved, and good practice across the three core subjects can be shared.</p> <p>Performance management targets to be based on meetings in which last year's results are discussed. Teaching groups to not circulate to ensure responsibility for results can be determined and monitored.</p>	<p>Change to percentage of teaching/ drop ins/ work scrutiny green (secure) what areas from drop ins have been identified as areas for improvement.</p> <p><i>(Evidence: lesson drop ins, work scrutiny)</i></p>	



<p>2. Lack of alternative programmes (after School)  3. Mentor support for disadvantaged students  4. Careers support</p>	<p>£7258</p>	<p><i>attending the most recent course were disadvantaged students.</i></p> <p>The data shows how many behaviour incidents each student's accrued 1 month prior to the programme. The study was conducted again after the programme had finished and all students attending the course decreased their negative behaviour.</p>	<p>Data of improved behaviour</p> <p><i>(Evidence: SIMs negative points)</i></p>	
	<p>(Staff costs)  LIC mentor  £8,720</p>	<p>1 to 1 LIC mentoring for identified disadvantaged students with House/ Pastoral Leaders on a weekly basis for Year 10 &amp; 11 students who are underachieving based on progress 8 data.</p>	<p>Progress data indicated focus group disadvantaged students did improve overall progress 8 score <i>(narrowing the gap with non-disadvantaged)</i></p> <p><i>(Evidence: Percentage of PP students accessing support termly)</i></p>	
	<p>Staff  £6154</p>	<p>Pastoral leads to take on leadership of a year group disadvantaged students to monitor academic outcomes and ensure any support is appropriately targeted.</p>	<p><i>(Evidence: progress data)</i></p>	
	<p>(Staff Cost)  £74,147  Inclusion manager, house leaders  Inclusion</p>	<p>Anger management CPD  Counselling services  Inclusion mentor  <i>(Social and emotional learning +4 months)</i>  <i>One to one student support &amp;</i></p>	<p>Support students with wider social issues to continue to access the curriculum, prevent further mental health issues and prevent exclusions.</p> <p><i>(Evidence: percentage of PP students)</i></p>	

	mentor £8720	<p><i>Breaking down barriers.</i></p> <p><i>From students involved in anger management 80% of students have been successfully integrated back into lessons and are accessing full curriculum.</i></p>	<p><i>accessing programme. Show decrease or increase of behaviour before and afterwards.)</i></p>	
	£400	Garden Programme to engage PP students in alternative provisions.	<i>(Evidence: Percentage of PP's attending. Improve engagement with peers and staff)</i>	
	(Staff cost)	Careers guidance	<p>Percentage of PP students attending.</p> <p><i>(Evidence: NEET students.)</i></p>	
	£200	Student Mentor support (Sixth form) to help disadvantaged students with progress	<i>(Evidence: percentage of students receiving support)</i>	
	£8120	<p>Support PP students with uniform issues.</p> <p>All PP students will receive a blazer and tie. PE kit has been altered to ensure this can be afforded by all. Change to white polo shirt and navy shorts or tracksuit bottoms.</p>	<i>(Evidence: reduced Cs for uniform issues)</i>	
	£300	Aspirational speaker once a term	Percentage of PP students attending talk.	

		from local services.	NEET Prevention programme	
	£1000	Duke of Edinburgh Bronze Award John Muirs Award Map Reading Qualifications Young First Aider Award Hear Start Award	<i>(Evidence: percentage of PP students attending)</i>	
	£3000	House Camps X 3 5 disadvantaged students from each House will be chosen to attend a reward camp for their progress and attendance at the end of each term	<i>(Evidence: percentage of PP students aiming for camp. Percentage of PP students attended camp.)</i>	
<b>Wider curriculum</b> <b>Responsible: SWE</b> <b>Improve extra-curricular provision/ enrichment and engagement for students</b>	Resources: £2436 Staffing: £2472	Support for homework to be provided for disadvantaged students. Work packs including dictionary and calculator as well as extended library opening hours as a base for homework club.  <i>Sutton trust homework 5+ months.</i>	Improved homework completion  <i>(Evidence: reduced SIMs Cs for homework, attendance at homework club)</i>	
	£5000	Trip costs for disadvantaged students to ensure they have fair access to this.	<i>(Evidence: registers from trip attendance/ evolve)</i>	
	£2500	University visits for Y7 - 11 to Nottingham. Group of identified students up to 25 in each year.	<i>(Evidence: PP students attended university days, student voice)</i>	

	Staffing £3800	Peripatetic teaching for music lessons for disadvantaged students	(Evidence: PP students attending music lessons)	
	Software £10,000	Ed Lounge site for students to access education due to illness or other medical needs such as anxiety.	(Evidence: students accessing software)	
	£13,330	RAMP external education provision for students with behaviour/ other needs.	(Evidence: exclusion figures)	