

## 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

Record of PPG Spending by item/project 2016/17																																								
Issues identified (gap)	Cost	Objective	Expected Outcome	Impact																																				
<p><b>Progress 8</b> 1. Gap in 2016 -0.62</p> <p><b>HT5</b> -0.51</p>		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>	<p>Gap improved but overall progress 8 lower than 2016</p> <table border="1"> <thead> <tr> <th colspan="4">Pupil Premium Measures:-</th> </tr> <tr> <th>P8</th> <th>PP</th> <th>N-PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td></td> <td>-1.34</td> <td>-0.94</td> <td>-1.17</td> </tr> </tbody> </table>	Pupil Premium Measures:-				P8	PP	N-PP	All		-1.34	-0.94	-1.17																								
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<p><b>English/ literacy</b></p> <ol style="list-style-type: none"> <li>1. Low levels of literacy on entry at KS2 of disadvantaged students</li> <li>2. Disadvantaged students 3LOP</li> <li>3. Performance of disadvantaged boys in Y11</li> <li>4. Performance of disadvantaged SEN in Y11 (8 students)</li> <li>5. Y10 Persistent absence disadvantaged students (21 students)</li> <li>6. Gap between disadvantaged/non-disadvantaged widening from year 9 upwards.</li> </ol>	Resources £150	<p>Intervention sessions for Y10/11 students after school.</p> <p>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></p> <p>Copies of exam texts issued to disadvantaged students. Additional sessions on homework and revision for PP students. <i>(Sutton trust -</i></p>	<p>Narrow gaps between disadvantaged and non-disadvantaged students in KS4 to be in line with or better than national statistics.</p> <p>Gap at 17% or smaller. 57% of disadvantaged students to reach expected progress.</p> <p>Improved attitudes and participation in homework.</p>	<table border="1"> <thead> <tr> <th>Name</th> <th>Filter</th> <th>Valu</th> <th>Stu Count</th> <th>KS2 Eng</th> <th>Eng Qual</th> <th>Eng Points</th> <th>Eng 9-5</th> <th>Eng 9-4</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium N</td> <td></td> <td></td> <td>52</td> <td>3.2</td> <td>N/A</td> <td>3.52</td> <td>14</td> <td>24</td> </tr> <tr> <td>Pupil Premium Y</td> <td></td> <td></td> <td>44</td> <td>4.41</td> <td>N/A</td> <td>2.82</td> <td>7</td> <td>13</td> </tr> <tr> <td>Summary</td> <td></td> <td></td> <td>96</td> <td>3.76</td> <td>N/A</td> <td>3.2</td> <td>21</td> <td>37</td> </tr> </tbody> </table> <p>Gap 9-5 7%</p> <p>Gap 9-4 11%</p> <p>Neither group in line with national average.</p>	Name	Filter	Valu	Stu Count	KS2 Eng	Eng Qual	Eng Points	Eng 9-5	Eng 9-4	Pupil Premium N			52	3.2	N/A	3.52	14	24	Pupil Premium Y			44	4.41	N/A	2.82	7	13	Summary			96	3.76	N/A	3.2	21	37
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		Homework - +5 months)  Generic revision sessions - optional and open to all students	(Evidence SIMS homework referrals, student voice, work scrutiny, intervention attendance registers)																												
£3100	Phonics fresh start intervention delivered by HLTA 2016-2017 6 students, 4 of which are PP <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>  (Sutton Trust phonics +4 months)	<b>6 months reading age progress for 3months teaching Full phonic knowledge 250+ sounds</b> (Evidence: Fresh starter tracker - phonic sounds, reading age, expected/ above expected progress in Y7.)	<table border="1"> <tr> <td>Y7 2016 - 17</td> <td>Baseline</td> <td>HT2</td> <td>Impact in 1 term (3 months)</td> <td>HT5</td> <td>Impact overall</td> </tr> <tr> <td>Reading age average disadvantaged</td> <td>6.76</td> <td>9.04</td> <td>2yrs 10 mths</td> <td></td> <td></td> </tr> <tr> <td>Non disadvantaged</td> <td>8.71</td> <td>9.03</td> <td>1yr 10 months</td> <td></td> <td></td> </tr> </table> <p>Phonics programme stopped due to HLTA other commitments in SEN role.</p>	Y7 2016 - 17	Baseline	HT2	Impact in 1 term (3 months)	HT5	Impact overall	Reading age average disadvantaged	6.76	9.04	2yrs 10 mths			Non disadvantaged	8.71	9.03	1yr 10 months												
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Staffing £25,368	Wave 1,2 and 3 literacy interventions including rainbow reading, switch on, corrective reading 2016-2017 16 students, 9 of which are PP 13 new year 7 students have SAS scores at 80 or lower. 16 students have reading ages at 8.1 or lower.  <b>2015-2016 impact Y7 + 1.7 years Y8 +1.2 years</b>  (Sutton trust Reading comprehension	Rapid improvement in reading age of disadvantaged students. <b>6 months progress for 3 months intervention</b> (Evidence: reading age data, Y7/8 star testing)	<table border="1"> <tr> <td>Y7</td> <td>Baseline</td> <td>HT2</td> <td>Impact</td> </tr> <tr> <td>Reading age non disadvantaged</td> <td>7.0</td> <td>11.6</td> <td>4.6</td> </tr> <tr> <td>Reading age disadvantaged</td> <td>6.6</td> <td>10.00</td> <td>4.4</td> </tr> <tr> <td>Gap</td> <td>4 month</td> <td>4 month</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>6.6</td> <td>10.0</td> <td>3.4</td> </tr> <tr> <td>Reading age non disadvantaged</td> <td>8.2</td> <td>10.0</td> <td>1.8</td> </tr> </table>	Y7	Baseline	HT2	Impact	Reading age non disadvantaged	7.0	11.6	4.6	Reading age disadvantaged	6.6	10.00	4.4	Gap	4 month	4 month		Y8	Baseline	HT2	Impact	Reading age disadvantaged	6.6	10.0	3.4	Reading age non disadvantaged	8.2	10.0	1.8
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		<i>strategies +5 months)</i>																																
Software £1950  Books £300	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>	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>	Participation almost at 100%. Percentage correct in line with NDA. Significantly higher points score for DA students to tackle lower reading ages.	<table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td>51%</td> <td>98%</td> </tr> <tr> <td>Points scored disadvantaged</td> <td>74</td> <td>233</td> </tr> <tr> <td>% correct disadvantaged</td> <td>77.2%</td> <td>74.6%</td> </tr> <tr> <td>% correct non disadvantaged</td> <td>74.9%</td> <td>76.5%</td> </tr> </tbody> </table>		Term 1	Term 2	Participation	51%	98%	Points scored disadvantaged	74	233	% correct disadvantaged	77.2%	74.6%	% correct non disadvantaged	74.9%	76.5%															
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Resources £100	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>	Improved outcomes for disadvantaged students in y9/10.  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>	All staff have wave 1 intervention sheets with details of support. HT2 data: Year 10 gap is 10% difference between DA and NDA for those on or above track. Currently on or above track at 14%.	<table border="1"> <thead> <tr> <th colspan="3">AP3</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-1.48</td> <td></td> </tr> <tr> <td>M/F</td> <td>-1.81</td> <td>/ -1.06</td> </tr> <tr> <td>High</td> <td>-2.11</td> <td></td> </tr> <tr> <td>Mid</td> <td>-1.35</td> <td></td> </tr> <tr> <td>Low</td> <td>-0.53</td> <td></td> </tr> <tr> <td>Dis/Ndis</td> <td>-1.51</td> <td>/ -1.46</td> </tr> <tr> <td>CLA/NCLA</td> <td>N/A</td> <td></td> </tr> <tr> <td>SEN-E/NSEN-E</td> <td>-2.81</td> <td>/ -1.37</td> </tr> <tr> <td>SEN-S/NSEN-S</td> <td></td> <td>/</td> </tr> </tbody> </table> <p>Y11 AP1 disadvantaged -1.73</p>	AP3			All	-1.48		M/F	-1.81	/ -1.06	High	-2.11		Mid	-1.35		Low	-0.53		Dis/Ndis	-1.51	/ -1.46	CLA/NCLA	N/A		SEN-E/NSEN-E	-2.81	/ -1.37	SEN-S/NSEN-S		/
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	£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.</p> <p><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>	<p>Carnegie club had 14 members, 8 of which are PP students.          Students enjoyed meeting each other and discussing the Carnegie shortlist. One PP student commented "I found it beneficial because it gave me something new to do with my friends and I got to read books I wouldn't have read before"</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 delivered by visitors were good or excellent.</p>	<p>Promote reading for pleasure and involvement in reading club for disadvantaged students  <i>(Evidence: student voice, student evaluations)</i></p>	<p>This was not arranged for 2016-17 due to staffing issues.</p>
	£4200	<p>First Story</p> <p>50% of students attended were PP.</p> <p>PP students (2 out of possible 2) in Y11 selected to attend residential Arden course in summer.</p>	<p>Increase student confidence in speaking and listening skills and to aspire to be a writer as a career choice.  <i>(Evidence: student questionnaire)</i></p>	<p>Students thoroughly enjoyed the programme and commented that: "it improved my confidence" , that they "enjoyed writing stories without the judgement of others" ,"making my English better".</p> <p>The anthology launch saw a great buy in from both parents and students alike. Parents commented that the programme: "My daughter has increased her confidence in her ability to write creatively which has helped to improve her school work. The after school sessions and trips have introduced her to people and ideas she may have otherwise not have been exposed to"</p>

	£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>	Romeo and Juliet not available.  The Young Shakespeare Company are visiting on 21 <sup>st</sup> April, to perform Macbeth. This will not produce any data to show improvements, but will improve students' cultural capital.  85% of students strongly agree that they really enjoyed the performance 62% agree that it gave them a changed view of Shakespeare.																								
<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)  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 topic tests.	Students expected show greater understanding of typically challenging and new topics.  <i>(Evidence: Evaluation of data at each assessment point, 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>	<table border="1"> <thead> <tr> <th>Pupil Premium</th> <th>Total Grades</th> <th>On/Above Track %</th> <th>Above Track %</th> <th>On Track %</th> <th>Below Track %</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>64</td> <td>78.1</td> <td>50</td> <td>28.1</td> <td>21.9</td> </tr> <tr> <td>N</td> <td>27</td> <td>92.6</td> <td>77.8</td> <td>14.8</td> <td>7.4</td> </tr> <tr> <td>Y</td> <td>37</td> <td>67.6</td> <td>29.7</td> <td>37.8</td> <td>32.4</td> </tr> </tbody> </table> Improved termly assessment results - more marks per assessment each term. Tracked on department spreadsheet.  Lack of capacity to deliver maths intervention due to staffing issues.  Improvement in on or above track percentage since intervention	Pupil Premium	Total Grades	On/Above Track %	Above Track %	On Track %	Below Track %	All	64	78.1	50	28.1	21.9	N	27	92.6	77.8	14.8	7.4	Y	37	67.6	29.7	37.8	32.4
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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>																										

		<p>5 students per class/teacher will be identified and worked closely with in both year 7.</p>	<p>Greater fluency and understanding in maths. Narrow the gap early on between PP and non PP</p> <p><i>(Evidence: Students show progress via end of topic tests and end of term tracking data (SIMS) and work scrutinies.)</i></p>																																																							
		<p>Additional in-class marking, 1-2-1-verbal feedback, after school interventions for disadvantaged students (all year groups)</p> <p>(Sutton Trusts shows this is one of the most effective ways to support rapid progress -up to a 9-month gain).</p>	<p>Students make progress in line with non disadvantaged students</p> <p><i>(Evidence: data entry)</i></p>																																																							
		<p><b>Year 10:</b></p> <p>Key year 10 students identified and bespoke long-term packages to be put in place - monitored by their teacher</p> <p>Contact to be made with home. Letters to be sent to parents and contact maintained over the next 18 months</p> <p>Additional in-class marking, 1-2-1-verbal feedback</p>	<p>Greater fluency and understanding in maths.</p> <p>Narrow the gap earlier than previous years between PP and non PP.</p> <p><i>(Evidence: Students show progress via end of topic tests and end of term tracking data (SIMS) and work scrutinies.)</i></p>	<table border="1"> <thead> <tr> <th>Pupil Premium</th> <th>Total Grades</th> <th>Average Grade</th> <th>On/Above Track %</th> <th>Above Track %</th> <th>On Track %</th> <th>Below Track %</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>87</td> <td>3+</td> <td>25.3</td> <td>18.4</td> <td>6.9</td> <td>74.7</td> </tr> <tr> <td>N</td> <td>47</td> <td>4-</td> <td>46.8</td> <td>34</td> <td>12.8</td> <td>53.2</td> </tr> <tr> <td>Y</td> <td>40</td> <td>3-</td> <td></td> <td>0</td> <td>0</td> <td>100</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>All</td> <td>-1.39</td> </tr> <tr> <td>M/F</td> <td>-1.54</td> <td>-1.19</td> </tr> <tr> <td>High</td> <td>-1.3</td> <td></td> </tr> <tr> <td>Mid</td> <td>-1.69</td> <td></td> </tr> <tr> <td>Low</td> <td>-0.67</td> <td></td> </tr> <tr> <td>Dis/Ndis</td> <td>-1.34</td> <td>/</td> <td>-1.44</td> </tr> <tr> <td>CLA/NCLA</td> <td></td> <td>/</td> <td></td> </tr> <tr> <td>SEN-E/NSEN-E</td> <td>-2.29</td> <td>/</td> <td>-1.31</td> </tr> </tbody> </table> <p>2017 -0.87 disadvantaged maths</p>	Pupil Premium	Total Grades	Average Grade	On/Above Track %	Above Track %	On Track %	Below Track %	All	87	3+	25.3	18.4	6.9	74.7	N	47	4-	46.8	34	12.8	53.2	Y	40	3-		0	0	100	All	-1.39	M/F	-1.54	-1.19	High	-1.3		Mid	-1.69		Low	-0.67		Dis/Ndis	-1.34	/	-1.44	CLA/NCLA		/		SEN-E/NSEN-E	-2.29	/	-1.31
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	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 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>	<table border="1"> <thead> <tr> <th colspan="4">2017 Outcomes</th> </tr> <tr> <th colspan="4">Attainment</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>-0.72</td> <td></td> <td></td> </tr> <tr> <td>M/F</td> <td>-0.54</td> <td>/</td> <td>-0.89</td> </tr> <tr> <td>High</td> <td>-0.68</td> <td></td> <td></td> </tr> <tr> <td>Mid</td> <td>-0.70</td> <td></td> <td></td> </tr> <tr> <td>Low</td> <td>-0.79</td> <td></td> <td></td> </tr> <tr> <td>EAL/N-EAL</td> <td>0.66</td> <td>/</td> <td>-0.85</td> </tr> <tr> <td>Dis/Ndis</td> <td>-0.87</td> <td>/</td> <td>-0.53</td> </tr> <tr> <td>CLA/NCLA</td> <td>-1.95</td> <td>/</td> <td>-0.69</td> </tr> <tr> <td>SEN-K/NSEN-K</td> <td>-1.14</td> <td>/</td> <td>-0.60</td> </tr> <tr> <td>SEN-E/NSEN-E</td> <td></td> <td>/</td> <td></td> </tr> <tr> <td>SEN-S/NSEN-S</td> <td></td> <td>/</td> <td></td> </tr> </tbody> </table>	2017 Outcomes				Attainment				All	-0.72			M/F	-0.54	/	-0.89	High	-0.68			Mid	-0.70			Low	-0.79			EAL/N-EAL	0.66	/	-0.85	Dis/Ndis	-0.87	/	-0.53	CLA/NCLA	-1.95	/	-0.69	SEN-K/NSEN-K	-1.14	/	-0.60	SEN-E/NSEN-E		/		SEN-S/NSEN-S		/	
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	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>																																																					

<p>Science</p> <p>Responsible: PCY</p> <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 learning</li> </ol>	<p>£261.25</p>	<p>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.</p> <p>(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))</p>	<p>Overall science</p> <p>Disadvantaged 3LOP</p> <p>2016 19.5%</p> <p>2017 target 35%</p> <p>2016 4LOP 2.6%</p> <p>2017 target 8%</p> <p><i>(Evidence: data collection, QA by work scrutiny)</i></p>	<p>Double science</p> <table border="1" data-bbox="1563 217 2163 351"> <thead> <tr> <th colspan="8">Pupil</th> </tr> <tr> <th>Pupil</th> <th>Premium</th> <th>A*-A %</th> <th>A*-C %</th> <th>A*-G %</th> <th>3+ LOP %</th> <th>4+ LOP %</th> <th>Stu Count</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>0</td> <td>21.8</td> <td>96.4</td> <td>25</td> <td>0</td> <td>55</td> </tr> <tr> <td>N</td> <td></td> <td>0</td> <td>24.1</td> <td>96.6</td> <td>22.7</td> <td>0</td> <td>29</td> </tr> <tr> <td>Y</td> <td></td> <td>0</td> <td>19.2</td> <td>96.2</td> <td>26.9</td> <td>0</td> <td>26</td> </tr> </tbody> </table> <p>Triple science</p> <table border="1" data-bbox="1563 443 2163 545"> <thead> <tr> <th colspan="8">Pupil</th> </tr> <tr> <th>Pupil</th> <th>Prer</th> <th>A*-A %</th> <th>A*-C %</th> <th>A*-G %</th> <th>3+ LOP %</th> <th>4+ LOP %</th> <th>Stu Count</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>36.8</td> <td>100</td> <td>100</td> <td>84.2</td> <td>42.1</td> <td>19</td> </tr> <tr> <td>N</td> <td></td> <td>41.7</td> <td>100</td> <td>100</td> <td>83.3</td> <td>41.7</td> <td>12</td> </tr> <tr> <td>Y</td> <td></td> <td>28.6</td> <td>100</td> <td>100</td> <td>85.7</td> <td>42.9</td> <td>7</td> </tr> </tbody> </table>	Pupil								Pupil	Premium	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	Stu Count	All		0	21.8	96.4	25	0	55	N		0	24.1	96.6	22.7	0	29	Y		0	19.2	96.2	26.9	0	26	Pupil								Pupil	Prer	A*-A %	A*-C %	A*-G %	3+ LOP %	4+ LOP %	Stu Count	All		36.8	100	100	84.2	42.1	19	N		41.7	100	100	83.3	41.7	12	Y		28.6	100	100	85.7	42.9	7
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	<p>Resources</p> <p>£500</p>	<p>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>	<p>Same target as above</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</i></p>																																																																																	
		<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>																																																																																		

			<i>training sessions.)</i>																					
	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.	Raise attainment on HSW skills tests, which now forms 33% of GCSE exam questions.  <i>(Evidence: Monitoring of HSW progress through APP tasks and tests. QA through department trackers and scrutiny of books, progress tests.)</i>	No science intervention at KS3 was in place due to staffing issues and lack of leadership in science due to head of science leaving and not finding suitable replacement until May 2017.																				
		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.  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.	Change to percentage of teaching/ drop ins/ work scrutiny green (secure) what areas from drop ins have been identified as areas for improvement.  <i>(Evidence: lesson drop ins, work scrutiny)</i>	Drop ins  <table border="1"> <thead> <tr> <th>RAG</th> <th>Strengths</th> <th>CDS?</th> <th>L.Outs?</th> <th>Planning?</th> </tr> </thead> <tbody> <tr> <td></td> <td>Rapport, working the room</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Differentiation, effective seating plan</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Relationships, praise</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> Staffing now improved in science and added capacity for 2017.	RAG	Strengths	CDS?	L.Outs?	Planning?		Rapport, working the room					Differentiation, effective seating plan					Relationships, praise			
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Attendance Responsible: DPL	Resources £120 Staffing £14,953	Attendance initiatives for Y10/11 disadvantaged students (raffles tickets, extra positive points, postcards.)  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  (Evidence: track attendance through SIMs data.)	<table border="1"> <thead> <tr> <th>2016/17 ½ terms</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Attendance Year 7</td> <td>94.5</td> <td>93.0</td> <td>92.6</td> <td>91.98%</td> </tr> <tr> <td>Attendance Year 7 – PP</td> <td>94.3</td> <td>92.1</td> <td>91.7</td> <td>90.45%</td> </tr> <tr> <td>Attendance Year 8</td> <td>92</td> <td>93.3</td> <td>91.9</td> <td>91.85%</td> </tr> <tr> <td>Attendance Year 8 – PP</td> <td>90.4</td> <td>89.8</td> <td>89.0</td> <td>88.83%</td> </tr> <tr> <td>Attendance Year 9</td> <td>92.1</td> <td>91.8</td> <td>90.9</td> <td>90.76%</td> </tr> <tr> <td>Attendance Year 9 – PP</td> <td>90.7</td> <td>90.0</td> <td>89.0</td> <td>88.70%</td> </tr> <tr> <td>Attendance Year 10</td> <td>90.1</td> <td>89.5</td> <td>89.9</td> <td>90.15%</td> </tr> <tr> <td>Attendance Year 10 – PP</td> <td>87.2</td> <td>86.0</td> <td>87.0</td> <td>88.48%</td> </tr> <tr> <td>Attendance Year 11</td> <td>89.9</td> <td>89.5</td> <td>88.6</td> <td>88.41%</td> </tr> <tr> <td>Attendance Year 11 – PP</td> <td>86.4</td> <td>84.9</td> <td>84.4</td> <td>84.48%</td> </tr> <tr> <td>Attendance Year 12</td> <td>95.7</td> <td>95.0</td> <td>93.9</td> <td>93.05%</td> </tr> <tr> <td>Attendance Year 12 – Burs</td> <td>98.2</td> <td>94.3</td> <td>92.2</td> <td>N/A</td> </tr> </tbody> </table>	2016/17 ½ terms	1	2	3	4	Attendance Year 7	94.5	93.0	92.6	91.98%	Attendance Year 7 – PP	94.3	92.1	91.7	90.45%	Attendance Year 8	92	93.3	91.9	91.85%	Attendance Year 8 – PP	90.4	89.8	89.0	88.83%	Attendance Year 9	92.1	91.8	90.9	90.76%	Attendance Year 9 – PP	90.7	90.0	89.0	88.70%	Attendance Year 10	90.1	89.5	89.9	90.15%	Attendance Year 10 – PP	87.2	86.0	87.0	88.48%	Attendance Year 11	89.9	89.5	88.6	88.41%	Attendance Year 11 – PP	86.4	84.9	84.4	84.48%	Attendance Year 12	95.7	95.0	93.9	93.05%	Attendance Year 12 – Burs	98.2	94.3	92.2	N/A
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Weekly breakfast 10,500 Staffing £3389	Breakfast club register on SIMs to track disadvantaged attendance improvement linked to this.  Impact 2015 -16 On average the Academy has around 90 out of 254 disadvantage students who access the breakfast club every day.	Improved PP punctuality and attendance  (Evidence: attendance data)	78% of the pupils attending breakfast club are disadvantaged students - 80 - 90 pupils attend everyday																																																																		
Staffing £4750	SBAP 6 to 12 week course  Impact 2015 - 16. Overall attendance has either increased or maintained the same percentage whilst on the programme. Several of these programmes will be run next academic year.	Attendance improved for those disadvantaged students accessing this programme	22 students attended the Behaviour & attendance support camp. All students who attended felt the evening activities have helped them in school.  Feedback/questionnaires suggest that all students had a better understanding how the behaviour and attendance can affect their learning																																																																		
Resources £500	Rewards for attendance at parents evenings	(Evidence: increased PP pupil/ parent or carer attendance)	42%of parents attended last year's parents evening. In 2016 this has been increased to 54% due to incentives / rewards.																																																																		
	Several SBAP Programmes run by Inclusion staff over the year (Behaviour/ attendance support	Multi Academy percentage of PP's students attending	22 students attended SBAP funded SEND support camp. Students who attended showed signs of increase attendance / decrease in behaviour incidents																																																																		

	<p>Staffing £7258</p>	<p><i>programmes) 83% of students 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>programme.</p> <p>Data of improved behaviour</p> <p><i>(Evidence: SIMs negative points)</i></p>	<p>and significant change in social well-being thereafter. Three high profile SEND students who attended the camp exceeded everyone's expectations over the 3 days and have increased their attendance to 100% the weeks after.</p> <p>50% of students who attended are disadvantaged</p> <p style="text-align: center;">Attendance</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Before</th> <th>After camp</th> <th>Before</th> <th>After camp</th> </tr> </thead> <tbody> <tr> <td>Harry Giltrow</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>Toby Davies</td> <td>80</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>Caitlyn Worthington</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>Jack Grueby</td> <td>80</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>Kiara Turner</td> <td>100</td> <td>75</td> <td>100</td> <td>75</td> </tr> <tr> <td>Kaci Jackson</td> <td>100</td> <td>75</td> <td>100</td> <td>75</td> </tr> <tr> <td>Andrew Richardson</td> <td>40</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table>		Before	After camp	Before	After camp	Harry Giltrow	100	100	100	100	Toby Davies	80	100	100	100	Caitlyn Worthington	100	100	100	100	Jack Grueby	80	100	100	100	Kiara Turner	100	75	100	75	Kaci Jackson	100	75	100	75	Andrew Richardson	40	100	100	100																						
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<p>Attitudes to learning</p> <p>Responsible: DPL</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>Careers support</li> </ol>	<p>(Staff costs)</p> <p>LIC mentor</p> <p>£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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2"></th> <th colspan="4">2017 Outcomes</th> </tr> </thead> <tbody> <tr> <td rowspan="10" style="text-align: center; vertical-align: middle;">Progress 8</td> <td>All</td> <td>-1.17</td> <td></td> <td></td> <td></td> </tr> <tr> <td>M/F</td> <td>-1.27</td> <td>/</td> <td></td> <td>-1.07</td> </tr> <tr> <td>High</td> <td>-1.09</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mid</td> <td>-1.21</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Low</td> <td>-1.17</td> <td></td> <td></td> <td></td> </tr> <tr> <td>EAL/N-EAL</td> <td>0.27</td> <td>/</td> <td></td> <td>-1.31</td> </tr> <tr> <td>Dis/Ndis</td> <td>-1.35</td> <td>/</td> <td></td> <td>-0.95</td> </tr> <tr> <td>CLA/NCLA</td> <td>-1.75</td> <td>/</td> <td></td> <td>-1.15</td> </tr> <tr> <td>SEN-K/NSEN-K</td> <td>-1.77</td> <td>/</td> <td></td> <td>-0.99</td> </tr> <tr> <td>SEN-E/NSEN-E</td> <td></td> <td>/</td> <td></td> <td></td> </tr> <tr> <td>SEN-S/NSEN-S</td> <td></td> <td>/</td> <td></td> <td></td> </tr> </tbody> </table> <p>Improved by 0.37 since AP1 but still significantly below average.</p>			2017 Outcomes				Progress 8	All	-1.17				M/F	-1.27	/		-1.07	High	-1.09				Mid	-1.21				Low	-1.17				EAL/N-EAL	0.27	/		-1.31	Dis/Ndis	-1.35	/		-0.95	CLA/NCLA	-1.75	/		-1.15	SEN-K/NSEN-K	-1.77	/		-0.99	SEN-E/NSEN-E		/			SEN-S/NSEN-S		/		
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	<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>Progress leads appointed Term 2</p>	<p><i>(Evidence: progress data)</i></p>	<p>Y10 disadvantaged progress not improved from AP1 to AP2</p> <p>Y9 disadvantage progress not improved from AP1 to 3. 2% overall improvement.</p>															
	<p>(Staff Cost) £74,147  Inclusion manager, house leaders  Inclusion mentor £8720</p>	<p>Anger management CPD  Counselling services  Inclusion mentor <i>(Social and emotional learning +4 months)</i>  <i>One to one student support &amp; Breaking down barriers.</i>  <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>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 accessing programme. Show decrease or increase of behaviour before and afterwards.)</i></p>	<table border="1"> <thead> <tr> <th data-bbox="1570 400 1989 432">Exclusions</th> <th data-bbox="1989 400 2085 432">Sept/Feb</th> </tr> </thead> <tbody> <tr> <td data-bbox="1570 456 1989 512">No. of FTE last year as %NOR (over whole year)</td> <td data-bbox="1989 456 2085 512">9.8%</td> </tr> <tr> <td data-bbox="1570 544 1989 576">No. of FTE PP (Over whole year as % NOR)</td> <td data-bbox="1989 544 2085 576">7.8%</td> </tr> <tr> <td data-bbox="1570 608 1989 639">% students with one or more FTE</td> <td data-bbox="1989 608 2085 639">1.8%</td> </tr> <tr> <td data-bbox="1570 671 1989 703">% students with one or more FTE - PP</td> <td data-bbox="1989 671 2085 703">1.3%</td> </tr> <tr> <td data-bbox="1570 735 1989 767">% students with more than one FTE</td> <td data-bbox="1989 735 2085 767">1.8%</td> </tr> <tr> <td data-bbox="1570 799 1989 831">% students with more than one FTE - PP</td> <td data-bbox="1989 799 2085 831">1.3%</td> </tr> </tbody> </table>		Exclusions	Sept/Feb	No. of FTE last year as %NOR (over whole year)	9.8%	No. of FTE PP (Over whole year as % NOR)	7.8%	% students with one or more FTE	1.8%	% students with one or more FTE - PP	1.3%	% students with more than one FTE	1.8%	% students with more than one FTE - PP	1.3%
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	<p>£400</p>	<p>Garden Programme to engage PP students in alternative provisions.</p>	<p><i>(Evidence: Percentage of PP's attending. Improve engagement with peers and staff)</i></p>	<p>Staffing issues in LIC prevented this from being completed.</p>															
		<p>Careers guidance</p>	<p>Percentage of PP students attending.  <i>(Evidence: NEET)</i></p>	<p>Head of 6<sup>th</sup> form met with all students to establish destinations.</p>															

			<i>students.)</i>	Destinations established.
	£200	Student Mentor support (Sixth form) to help disadvantaged students with progress	<i>(Evidence: percentage of students receiving support)</i>	This has been completed in English during tutor time. Student feedback positive but not seen impact on results. Not all students covered.
	£8120	Support PP students with uniform issues.  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.	<i>(Evidence: reduced Cs for uniform issues)</i>	Term 1 2016 157 to Term 3 52 consequence points in relation to uniform infringements
	£300	Aspirational speaker once a term from local services.	Percentage of PP students attending talk.  NEET Prevention programme	Former QE students spoke at presentation evenings
	£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>	This has not started in 2017 -18
	£3000	House Camps X 3  5 disadvantaged students from each House will be chosen to attend a reward camp for their progress and	<i>(Evidence: percentage of PP students aiming for camp. Percentage of PP students attended camp.)</i>	

		attendance at the end of each term									
	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.  Sutton trust homework 5+ months.	Improved homework completion  (Evidence: reduced SIMs Cs for homework, attendance at homework club)								
<b>Wider curriculum</b>  <b>Responsible: SWE</b>  <b>Improve extra-curricular provision/ enrichment and engagement for students</b>	£5000	Trip costs for disadvantaged students to ensure they have fair access to this.	(Evidence: registers from trip attendance/ evolve)	27% of disadvantaged students attended a trip							
	£2500	University visits for Y7 - 11 to Nottingham. Group of identified students up to 25 in each year.	(Evidence: PP students attended university days, student voice)	Trips and workshops in school not as consistent due to staffing changes.							
	Staffing £3800	Peripatetic teaching for music lessons for disadvantaged students	(Evidence: PP students attending music lessons)	Still establishing music not able to move to this yet. Still on plans next year.							
	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)	This will be purchased in 2017 - 18							
	£13,330	RAMP external education provision for students with behaviour/ other needs.	(Evidence: exclusion figures)	<table border="1"> <thead> <tr> <th>Exclusions</th> <th>Sept/Feb</th> </tr> </thead> <tbody> <tr> <td>No. of FTE last year as %NOR (over whole year)</td> <td>9.8%</td> </tr> <tr> <td>No. of FTE PP (Over whole year as % NOR)</td> <td>7.8%</td> </tr> <tr> <td>% students with one or more FTE</td> <td>1.8%</td> </tr> </tbody> </table>	Exclusions	Sept/Feb	No. of FTE last year as %NOR (over whole year)	9.8%	No. of FTE PP (Over whole year as % NOR)	7.8%	% students with one or more FTE
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				% students with one or more FTE - PP	1.3%	
				% students with more than one FTE	1.8%	
				% students with more than one FTE - PP	1.3%	