

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Excel Academy				
Academic Year	2017/18	Total PP budget	£336,600	Date of most recent PP Review	
Total number of pupils	981	Number of pupils eligible for PP	360	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)
Progress 8 score average	-0.28	-0.04
Attainment 8 score average	3.7	4.5

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.	High ability achievement across many subject areas, such as English, maths and EBACC subjects. The % of students attaining a grade 7+ or A+ is below national estimates. Only 1% of students achieved a Grade 7+ in English & Maths.
B.	Achievement in maths for PP middle and higher ability students. In 2017 P8 Maths for PP students was -0.3 for middle ability and -0.7 for higher ability.
C.	EBACC achievement – especially in Geography and History for PP students. In 2017 P8 EBACC for PP students was -0.6.
D.	Achievement of males is lower than that of females. For example in 2017 P8 overall figures were (M -0.3/F 0.0).
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

D.	Attendance for PP students is below that of non PP students and is equivalent to the bottom 20% of all students. However this has improved from the bottom 10% the year before.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	Improve the achievement of higher ability learners, especially in English, Maths and EBACC subject areas, measured by Progress 8 figures	Higher ability Progress 8 >-0.2 in 2018
B.	Improve the Progress 8 achievement of PP students and therefore reduce gaps between Progress 8 PP/NPP through effective entitlement package.	Disadvantaged group Progress 8 >-0.2 in all baskets
C.	Reduce the % of PP students reading below expected chronological reading age	to access intervention (TA intervention groups / Accelerated Reading lessons / form tutor support / Reading buddies) to support rapid progression.
D.	To support students with mental health issues to be able to access the curriculum	PP attendance for 2017/18 places the group in top 50% nationally and increases by 0.5% from 2016/17 figures  Disadvantaged group Progress 8 >-0.2 in all baskets
E.	To improve the attendance of PP students	PP attendance for 2017/18 places the group in top 50% nationally and increases by 0.5% from 2016/17 figures.
F.	Engagement rates in student leadership are equal for PP and NPP	The proportion of students reaching apprentice and leader are equivalent to

		the proportion of PP/NPP and represent 40% of each cohort
<b>G.</b>	Reduce the gap between the number of fixed term exclusions for PP/NPP students	In 2017 13% of PP students were excluded compared to 4% of NPP students. Therefore reduce gap below 9% .
<b>H.</b>	Curriculum provides stretch and Challenge for all learners with ambitious learning outcomes and language for learning to ensure positive engagement	85% of teaching is good or better with an increasing % at outstanding (excluding NQT cohort)

## 5. Planned expenditure

Academic year

2017/18

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	When will you review implementation?
Improve the achievement of higher ability PP learners in 2018 to a Progress 8 >-0.3	'High Ability Entitlement' from Year 7-11 includes focused strategies that stretch and challenge students whilst supporting them to achieve the highest grades.	Trend for higher ability over last 3 years	SLT secondment and Vice Principal will lead higher ability entitlement across the academy. Subject leads to create own subject entitlement as well as whole school entitlement. SLT to QA subjects and develop through staff CPD through Teaching and Learning	Vice Principal and SLT Secondment	Termly Quality Assurance of departments and whole school entitlement. PP Priority Student Voice

<p>Improve teaching and curriculum to ensure appropriate stretch and challenge for all</p> <p>&gt;85% Good teaching</p>	<p>CPD programme focused on stretch and challenge.</p> <p>Termly Teaching and Learning forums for staff to share ideas and discuss strategies with a focus on: stretch &amp; challenge / differentiation / inspiring lessons /</p>	<p>Progress 8 for PP students, especially higher ability</p>	<p>Records of Teaching and Learning monitoring such as Lesson Observations; Learning Walks and work scrutinies.</p> <p>SLT Secondment reports of T&amp;L forum updates</p>	<p>ANS</p>	<p>Termly Teaching and Learning Review/Diagnostics report</p>
<p>Support departments to develop Curriculum to further challenge and support PP students</p>	<p>Subject funding based on bid for funds to support the progress of PP students</p>	<p>Progress 8 for PP students, especially higher ability</p>	<p>Subject Bids and evaluation of success</p>	<p>ROK</p>	<p>Termly evaluation</p>

<p>Improve achievement in maths &amp; eng</p> <p>PP students to achieve Progress 8 Maths score of &gt;-0.2</p>	<p>Additional TA support in PP Y11 class as well as one X band class.</p> <p>Additional Maths class in Y11 – taught by Principal</p>	<p>Achievement of middle and higher ability PP students in maths</p>	<p>Termly assessments show a marked improvement</p>	<p>ROK</p>	<p>Termly evaluation</p>
<p>Improve the achievement of boys</p> <p>PP males overall Progress 8 &gt;-0.2</p>	<p>Employ Teaching &amp; Learning strategies used to favour boys learning across the academy</p>	<p>Boys typically perform below that of girls and gaps are apparent throughout the academy, especially in KS4</p>	<p>Termly spiral assessment data information shows reducing trend (&lt;0.2 Progress 8 or residual) between M/F</p>	<p>ROK/ANS</p>	<p>Termly evaluation</p>
<p>Improve the achievement of PP students in EBACC subjects</p> <p>PP EBACC Progress 8 &gt;-0.2</p>	<p>Additional Leadership – Faculty leader across trust to support subject leaders.</p> <p>Improvements in schemes of work.</p> <p>External support where appropriate</p>	<p>PP Progress 8 for EBACC in 2017 was -0.6</p>	<p>Termly spiral assessment show Progress 8 for EBACC at &gt;-0.2 for PP and gap of less than 0.2 between PP/NPP</p>	<p>ROK</p>	<p>Termly evaluation</p>

**Total budgeted cost** £26,800

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve the achievement of higher ability PP learners in 2018 to a Progress 8 >-0.3	'High Ability Entitlement' from Year 7-11 includes focused intervention strategies such as EBACC Tuition, Peer teaching and Parent Meetings	Trend for higher ability over last 3 years	SLT secondment and Vice Principal will lead higher ability entitlement across the academy. SLT secondment to monitor attendance and progress and QA provision	Vice Principal and SLT Secondment	Termly Quality Assurance of whole school entitlement. PP Priority Student Voice Termly achievement data
Improve reading ages for those below Chronological Reading Age – <b>Data target to follow</b>	TA intervention reading buddies (Years 9 and 10 working with Years 7 & 8); Accelerated reading lessons; Lexia support; Reading club before school	Poor reading ages on entry	Assistant Principal (ANS) meet person responsible frequently and QA provision. Data including attendance to sessions and progress to show impact.	ANS/HAO	Termly attendance data. Progress in reading ages tested each 6 months to review impact.

<p>Improve the overall Progress 8 achievement of PP students and therefore reduce gaps between Progress 8 PP/NPP through effective entitlement package. Overall PP achievement &gt;-0.2 in Y11 2018 and gaps &lt; 0.2 residual in other year groups</p>	<p>Work with PP key workers to plan, deliver and review appropriate actions and interventions for every underachieving PP student</p>	<p>Progress 8 figures for PP students below expected in previous years</p>	<p>Progress 8 scores/residuals for PP on a termly basis</p> <p>SLT to meet with key workers to QA Student Action Plans every half term</p>	<p>Vice Principal</p>	<p>Termly review</p>
<p>Improve overall achievement of PP students through exam preparation  (Target as above)</p>	<p>Use External companies to deliver training to students on metacognition, prioritising underachieving disadvantaged students. Provide students with revision resources</p>	<p>PP Progress 8</p>	<p>Progress 8 scores/residuals for PP on a termly basis</p>	<p>Vice Principal/ Assistant Head</p>	<p>Reports following each session</p>



<p>Improved outcomes for Catch up students (&lt;90) through effective transition &amp; catch up</p> <p>100% to achieve Grade 1+ in English &amp; Maths by end Y7</p>	<p>Y6 English &amp; maths Summer School Transition Project Catch up Intervention programme</p>	<p>Achievement in Y7 English &amp; maths on entry</p>	<p>Transition coordinator reports Catch up progress report</p>	<p>Transition coordinator</p>	<p>Termly data analysis and baseline testing</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>£121,300</p>

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	When will you review implementation?
PP Students complete homework  Target??	Use SMHW to identify those PP students who don't get support at home and work on encouraging parental engagement through phone call home.	PP students typically find homework harder to complete	Homework coordinator to produce half termly reports and weekly support records	V.Brown / Assistant Head	Termly reports to SLT
Reduce the gap between the number of fixed term exclusions for PP/NPP students  Target?	Early intervention and use of Behaviour Support Manager to provide support for those students at most risk of exclusion.	PP exclusions higher than NPP	Principal and Governor Quality Assurance meetings	Assistant Head in charge of Behaviour	Half Termly SLT reports
To improve the attendance of PP students.  To reach 94.74% in 2017/18 for PP	Create separate target groups of students with attendance between 80%-96% and	PP attendance below NPP	Principal and Governor Quality Assurance meetings	Attendance officer	Half Termly SLT reports

<p>students (equivalent of top 50% nationally and up 0.5% from previous year)</p>	<p>create specific interventions/support packages for every individual. Attendance initiatives to support disadvantaged students in attending school such as: bus passes, taxis and minibus use.</p>				
<p>Engagement rates in Student Leadership are proportionate to PP/NPP % cohorts</p>	<p>Use PIXLedge and Prefect system to increase student leadership participation by providing a range of further opportunities for students.</p>	<p>PP/NPP %'s at each leadership level equivalent to % of each cohort</p>	<p>Principal and Governor Quality Assurance meetings</p>	<p>KKN</p>	<p>Half Termly SLT reports</p>

<p>Engage PP vulnerable students from KS2-3</p> <p>(13 PP students who are &lt;90 to achieve Grade 1 by the end of Y7)</p>	<p>Y6 Summer</p>	<p>Effective transition used each year reduces issues in KS3</p>	<p>Meetings with Vice Principal</p>	<p>Transition Coordinator</p>	<p>Transition report</p>
<p>Support vulnerable students</p>	<p>Use of external agencies to support vulnerable students and those at risk of mental health.</p> <p>Breakfast/lunch club provision for vulnerable students</p>	<p>Increasing issues of mental health and family related issues. Proactively tackle issues which may affect achievement and/or attendance</p>	<p>Welfare log and reports</p> <p>Attendance to breakfast and lunch club and analyse alongside progress; attendance and behaviour records</p>	<p>Assistant Principal in charge of Welfare</p>	<p>Welfare Report</p>
<p>Provide enrichment opportunities for the most vulnerable PP students including music lessons</p>	<p>Continue to provide Music lessons for PP students. Seek opportunities for other students to enrich curriculum</p>	<p>Important to enrich student experiences.</p>	<p>Records of students and experiences</p>	<p>Assistant Principal for Welfare</p>	<p>Welfare report</p>

Provide uniform, shoes and equipment as appropriate	Support struggling families with uniform	Impact on student attendance and welfare	Welfare support to signpost where necessary	Assistant Principal for Welfare	Welfare report
Provide all PP with enhanced Careers service  (underachieving Y10 & 11 – termly meeting)	Careers service prioritise PP students, especially underachieving students from RAP	Post 16 PP retention rates much weaker than NPP	Assitant Principal QA provision from Careers through K.Knight	Assistant Principal – Behaviour	Careers report to SLT
<b>Total budgeted cost</b>					<b>£188,150</b>

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Staffing costs to provide specific targeted data analysis and next steps for PP students.	Close the gap between PP and non PP students in Progress 8.	Non-PP Prog 8: 0.0  PP Prog 8: -0.3  Gap: 0.3  Gap last year:	This PP cohort included more higher ability students and this is an area of focus for the Academy. Low and Mid ability PP students made better progress. Data analysis still remains important to identify PP underachievers.	£20,000
Staffing costs for RAP (Raising Achievement and Progress) meetings	RAP meeting time, keyworkers allocated to students with clear interventions that can be reviewed and evaluated for impact.  PP students on target for all subjects or interventions put into place with a staff member allocated.	All PP underachieving students were allocated a key worker.  The majority made progress but most still did not achieve academy targets in all subjects	This process is now changing as the outcomes have not been as good as expected. A designated mentor for each key stage will now see all PP underachievers. This will make it easier to track and monitor.	£18,000

<p>LEXIA – Reading intervention programme</p> <p>Network version (150 licence capability)</p>	<p>SEN reading data, whole school reading data and Review of student passports.</p> <p>Monitored by CLM, LOP.</p> <p>Improve the identified pupils' reading standardised scores.</p> <p>Attendance to registration intervention sessions is above 96%.</p>	<p>87% of students who accessed Lexia, made more than 6 months reading progress.</p>	<p>Not enough students were accessing Lexia at home. When time was allocated in school, they made more progress.</p>	<p>£3,000</p>
<p>LASS 11-15</p> <p>Assessment to identify learner profile – strengths and weaknesses.</p>	<p>To inform teaching strategies based on learner strengths and weaknesses.</p>	<p>Over 60 students were assessed with the LASS 11-15 test.</p>	<p>The learner profiles that were generated informed student passports and teaching strategies to support them in the classroom.</p>	<p>£600</p>

<p>Numeracy support through additional</p> <p>Maths intervention for KS4.</p>	<p>Half termly monitoring of assessment data.</p> <p>Maths department interventions.</p> <p>Raise % of PP pupils achieving their Maths GCSE target grade above 66% (compared to Non PP 75%). Aim to be above national figures.</p>			<p>£5,000</p>
<p>Continue to provide vulnerable KS4 pupils with personalised mentoring</p>	<p>Mentor meetings of PP pupils. PP pupil's progress and attainment is in line with pupils nationally. Raising aspirations of pupils. Ensuring gap between PP and non PP pupils is below national average. No variation in school.</p> <p>Pupils are well prepared and motivated for their exams. Developing their independent study skills and enabling them to become better learners.</p>	<p>All PP underachievers were on a mentor's caseload. Mentors coordinated support for students and coached them to help them overcome barriers.</p>	<p>Mentors made a positive impact with students. This method of support will be developed further next year.</p>	<p>£36,000</p>



Continue to provide year KS4 pupils with half term and Easter revision classes.	Raising aspirations of all pupils. Ensuring gap between PP and non PP pupils is below national average. No in school variation.	Half term and easter classes attendance improved compared with last year.	Student engagement was positive and they appreciated having these sessions provided. This will be offered again next year.	£10,000
Summer school opportunity for Y6 transition	All pp students have the opportunity to access summer school to support with transition and to ensure students continue with literacy and numeracy progress.  Decrease in numbers of students who go back below a level 4.	All summer school places were filled with some students on a waiting list.	Students who attended were very engaged. Parent feedback was very positive according to survey.	£5,000
SLT Y11 assertive mentoring	All underachieving disadvantaged students to be mentored by SLT to inform a personalised action plan to be shared with parents.	Average Prog 8 residual for those who were targeted went from an average of -1.7 to an average of -0.85	Although all students made progress, this method of intervention was not as effective as intended.	£8,000

Y11 PP parents evening	Additional parent's evening for SLT to meet with the parents of the students they are mentoring.	Attendance of PP student parents was poor.	The engagement of PP parents is a focus area for next year.	£500
Revision techniques booklet printing cost	Booklet for all PP students on revision techniques and lists of resources they can use when preparing for their exams.	All PP students were provided with a revision booklet containing subject specific key facts.	This will be developed into producing knowledge organisers for next year. Students will be tested on these throughout the year.	£200
Breakfast club  Staffing and food/drink	PP students have access to breakfast and nurturing environment to set them up for the school day.  Attendance improves and concentration in lessons is better for those who are provided for.	Attendance to breakfast club has been positive and consistent throughout the year, especially with KS3 students. Meet and greet strategy has had a positive impact on attendance and behaviour.	Breakfast club to continue to provide nurture for those identified through referral process between HOY and SLT.	£12,000

<p>Provision mapping tool to record all interventions and includes costing reports. SIMS integration - £120 Provisionmap.co.uk</p>	<p>Provisions are recorded with costing to track effectiveness and value for money. This will inform future planning of interventions.</p>	<p>All interventions were logged and costed for each individual PP student.</p>	<p>Provision map to be used again for collating data and logging interventions.</p>	<p>£1300</p>
<p>Alternative provision for PP students to meet their needs</p>	<p>Suitable provision put into place to meet the needs of vulnerable PP students to ensure they achieve their potential and have a clear destination led pathway.</p>	<p>Number of PP students on alternative provision has reduced compared with previous years. Provision was appropriate for their needs.</p>	<p>Continue to provide alternative provision where appropriate. This will be monitored and tracked closely with alternative providers.</p>	<p>£30,000</p>
<p>Weekend intervention sessions in a range of subjects to support preparation for exams, including coursework.</p>	<p>Underachieving PP pupils in year 11 are targeted to improve attainment and attitude towards target grades.</p>	<p>Attendance to extra weekend classes was generally good.</p>	<p>More PP students to be targeted for this intervention next year.</p>	<p>£2,000</p>

Continue to provide support and mentoring for vulnerable pupils incl TAs, attendance officer, EWA, EWO, welfare managers, behaviour, EP and other	PP pupil's engagement in school and learning. PASS survey, attendance and attainment monitoring.  Pupil's well-being, academic progress, mental health, attendance and stress management is improved impacting positively on pupil progress.	PP attendance was 94.24%  Number for PP fixed term exclusions decreased  90% of student welfare plans were targeting PP students.  78% of pupils who had EP input were PP and improvements made from acting on advice.	Continue to prioritise PP students with internal support processes and involvement of external agencies.	£74,500
Provision of homework club for KS3 & KS4 3-5pm daily.	PP pupils reduce instances of 'no homework'.  Improve levels of progress made towards target levels.			£4,000
Taxi transport – to and from school	Improved attendance and punctuality.	Those students who were provided with transport all improved with their attendance.	This is a costly intervention and will only be used in exceptional cases	£3,000
Provide enrichment opportunities for the most vulnerable PP pupils including a variety of music lessons.	Increase confidence and experiences of PP pupils to help raise their aspirations and make expected academic progress.	All PP students who were provided with music lessons engaged well.	Music lessons for PP students to be provided next year to give students the opportunity to learn an instrument.	£5,000

Continue to provide PP pupils with the opportunity to take part in the Duke of Edinburgh Award. Providing registration fees, equipment and additional support where appropriate.	Increase number of PP pupils taking part and completing the Duke of Edinburgh Award.			£3,500
Continue to provide uniform, shoes and equipment support as appropriate.	All students will have equipment for the school day and correct uniform and will be ready to learn.	Any PP student who was missing an item of uniform had it provided by welfare team.	Continue to provide uniform to ensure a sense of belonging and equality in the Academy.	£1,000
Maths intervention by PETXi – 1 week of intensive support.	To improve PP achievement in Maths to at least national average expectations.			£11,200

<p>Continue to provide KS4 pupils with revision guides.</p> <p>Internet and ICT support.</p> <p>Provide PP pupils with the opportunity to borrow a laptop to complete homework.</p>	<p>PP students all have revision guides for each subject they study to improve attainment in external assessments.</p>	<p>English Language/Literature, Geography and Science revision guides provided for all PP students.</p> <p>Laptops provided for targeted PP students.</p>	<p>Revision guides to be provided again next year for more subject areas.</p>	<p>£2,900.</p>
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<p>Continue to provide all PP pupils with career guidance and advice.</p> <p>Introduction of careers interviews for all PP pupils in year 8 before selecting their options for KS4 study. All year 10</p> <p>PP pupils continue to have career interviews. Vulnerable year 9 &amp; 11 PP pupils to have careers interviews as required.</p>	<p>1-2-1 interviews for all PP pupils in years 8 &amp; 9.</p> <p>Increase number of PP pupils taking the EBACC in line with</p> <p>Non-PP pupils.</p> <p>All PP pupils in year 8 receive careers guidance before completing their options.</p> <p>All PP pupils in year 10 and 11 to receive tailored careers interviews.</p>	<p>All PP students were prioritised and had 1:1 career advice meetings in preparation for college application and interviews.</p>	<p>Career advice to prioritise PP students again.</p>	<p>£11,400</p>
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<p>Reading books for all abilities and appropriate age ranges</p>	<p>Access reading test and accelerated reading programme to monitor improvement in reading levels.</p> <p>LRC is well stocked with reading books to ensure accelerated reading programme can continue to be successful. Students who are PP have a reading book to take to lessons as part of their school equipment.</p> <p>Reading standardised scores improve</p>			<p>£5,000</p>
<p>A&amp;A mentoring</p>	<p>Lucidian mentors supporting PP A&amp;A students to improve achievement</p>	<p>PP high ability learners also received A&amp;A provision.</p> <p>High ability PP students still had a residual Prog 8 score of -0.5</p>	<p>High ability PP students to be provided with an entitlement bespoke to their needs.</p>	<p>£750</p>
<p>Rewards for attendance, accelerated reader and achievement</p>	<p>To support with attendance, reading and achievement by recognising improvements.</p>	<p>All PP students received rewards for good attendance and completion of the most AR quizzes.</p>	<p>Rewards to continue being issued for good attendance and engagement with AR.</p>	<p>£1,500</p>



Refreshments for interventions	To increase attendance to intervention sessions	PP students provided with food for attending extra sessions after school.	PP attendance improved when refreshments were provided. This will continue.	£750
Behaviour Support programme – employ Level 4 behaviour support assistant	To improve behaviour of PP students and to reduce the number of fixed term exclusions.	Number of PP fixed term exclusions reduced when BSM was appointed	Number of PP fixed term exclusions to decrease further.	£11,500
Funding available for departments to bid for or to implement new initiatives/strategies that would improve progress.	To improve progress in any subject area that funding is approved for.	Departments bid for funding for the following reasons: Equipment Trips Resources Training	Departments to be given the opportunity to bid for funding again – This will support with their teacher intervention plans.	£12,000

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.



