

North Shore Academy Pupil Premium Strategy Document 2018-2019

1. Summary information					
School	Northern Education Trust North Shore Academy				
Academic Year	2018-19	Total PP budget	£403,920	Date of most recent PP Review	Sept 2018
Total number of pupils	677	Number of pupils eligible for PP	429 (63.37%)	Date for next internal review of this strategy	March 2019
2. Current attainment					
		Pupils eligible for PP (North Shore)		Pupils not eligible for PP (national average)	
% achieving The Basics (4+/5+ in English & Maths)		57.1%/31.4%		71%/49%	
Progress 8 score average		-0.11		0.11	
Attainment 8 score average		41.30		49.76	
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.	Outcomes for students, including those eligible for PP funding are vastly improving in attainment/progress measures, but are still not at national expectations vs non pupil premium (4+ 2017 – 45.5% to 2018 - 57.1%), (5+ 2017 – 23.6% to 2018 - 31.4%) and (P8 2017 -0.50 to 2018 -0.11)				
B.	Current attendance rates for PP students in 2017-2018 is 89.8% (National 92.2%). This is impacting on students progress and expected outcomes in summer 2018 exams. Current attendance this academic year 92.2% for PP students				
C.	Literacy levels for students entering Year 7 in September 2018 are lower for PP student than non PP students, which impacts on their progress and outcomes. (28% of students have not met expected standard on entry at KS2 75% of them are PP students)				
D.	Levels of engagement and participation for PP students is lower than for non-PP students due to a number of social, emotional, and behaviour issues as evidenced by a higher rate of FTE and Permanent Exclusions for PP students. This has a detrimental effect on academic progress and at times that of their peers				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Within the North Shore catchment there are high levels of unemployed (In the 10% most deprived local super output area, with a deprivation indicator of 0.39); many students, but significantly PP, have low aspirations and expectations for their life chances as a result. As an academy, it is our responsibility to raise aspirations, especially for those students with an average or higher than average KS2 points score on entry.				

F.	Disadvantaged students' attendance is improving over the year, but is lower than the national average for all pupils (Previous academic year 90.9%; persistent absence was 33.2%). This reduces time in school and impacts on their progress and outcomes. Improving attendance is key.	
4.	Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
•	<p>Improve the outcomes of all students, but in particular, PP students in Key Stage 4 and diminish the differences between disadvantaged and other students. (Student outcomes)</p> <ul style="list-style-type: none"> • Tracked at STEP data collections with clear progress for PP students between data collections. • Monitored on weekly basis at RAG meeting and in particular for PP students at the Vulnerable Students Register meeting. • In response to data collections and RAG / Inclusion meetings, students, and in particular PP will be given additional support / interventions / changed timetable to ensure that outcomes improved in 2019. 	<p><u>Basics 5+</u> Disadvantaged Pupils: 36% (based upon FFT20 with additional challenge)</p> <p><u>Basics 4+</u> Disadvantaged Pupils: 62% (based upon FFT20 with additional challenge)</p>
•	<p>Improve the quality of teaching across the academy. Internal review (performance management/assessment data) Summer 2018 stated only 73% of teaching was good with 27% being RI 0% inadequate. Improved quality of teaching will lead to improved outcomes for students in summer 2019.</p> <ul style="list-style-type: none"> • Weekly CPD workshops based around collaborative learning • Use of six part lesson and challenge and aspire Los (Bloom's Keywords) • Open door learning walks and drop ins from SLT / NET Curriculum Directors (or other staff) • Observation as per QA calendar. • Support programmes put in place for those teachers who do not improve (Support Plans) • 4i teaching files QA 	<p>100% of teachers use data to inform planning. 100% of planning demonstrates planning for progress. 85% of feedback is timely and meaningful (improvement tasks evident). 85% of lessons are judged to be good or better by summer 2019. Reduce RI teaching to below 15%</p>

<ul style="list-style-type: none"> • 	<p>Improve attendance of all PP students to match the National Average for all students.</p> <ul style="list-style-type: none"> • Daily attendance checked between 8.30-9am each morning with Learning Managers/attendance team making contact with parents • Re-integration meetings following absence from school to focus on correlation between attendance on outcomes. • 100% certificates awarded every half term. Weekly attendance noted in assemblies, League Table (gold / silver / bronze or other leagues) and best class awarded with a weekly treat • Holidays taken in term time not authorised. Penalty fines continue. • Termly attendance letters to emphasise the importance of good attendance. 	<p><u>Student attendance</u> Attendance is closer to NA Year 11 attendance improves to >95% PP attendance improves to > 93% for the remaining terms</p>
<ul style="list-style-type: none"> • 	<p>PP students in Years 7 and 8, whose starting points are below age-related expectation, make accelerated progress from their starting points to diminish the differences to their peers.</p> <ul style="list-style-type: none"> • Identification of students for KS3 interventions, with tracking of progress as a result of those interventions available. • Improvement in Reading ages to tackle low literacy skills (to raise to chronological age/above) 	<p>>85% of Year 7 students are deemed secondary ready/expected standard by the end of the academic year >95% of Year 8 students are deemed secondary ready/expected standard by the end of the academic year</p>
<ul style="list-style-type: none"> • 	<p>C4 and incidents of Fixed Term Exclusion for disadvantaged students reduce each term:</p> <ul style="list-style-type: none"> • The number of C4 reduces by 25% for all students using 'consequences' behaviour system demonstrating the improved engagement in lessons. • Tracking of FTE to show reduction from introduction of consequences for each year group to summer 2019. 	<p><u>FTE rates and C4 incidents</u> Reduce FTE each term by 50% (PP) Reduce number of C4 each term by 25% (PP)</p>
<ul style="list-style-type: none"> • 	<p>Increase the number of students that attend enrichment/aspiration provision</p> <ul style="list-style-type: none"> • Embed the aspiration strategies into KS3 through life curriculum reducing NEET • Further improve parental engagement, through whole events and information evenings (Y6 Open evenings/Revision information nights etc) 	<p><u>Reduce NEET figures</u> NEET figures in line with national Attendance records for enrichment Attendance records at parental events</p>

5. Planned expenditure					
Academic year		2018-2019			
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.					
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
<p>Improve the quality of teaching and learning across the academy so that all students, but in particular, PP students are able to meet their target grades at the end of Year 11.</p> <p><i>Internal review (performance management/assessment data) Summer 2018 stated 73% of teaching was good with 27% being RI 0% inadequate</i></p>	<p>Redesign timetable to maximise 'setting' and align staff with key groups (<i>specialist teachers in core areas</i>)</p> <p>Rewrite schemes of work to address progress (<i>planning Backwards from specifications</i>)</p> <p>Weekly CPD workshops based around collaborative learning</p> <p>Consistent use of six part lesson and 'Challenge' and 'Aspire' LOs to maximise pace and progress (Bloom's Keywords)</p> <p>Data focused L&T (4i interventions)</p>	<p>Quality first teaching has greatest impact upon progress.</p>	<p>Open door learning walks and drop ins.</p> <p>Observation as per QA calendar.</p> <p>Line managers to QA:</p> <ul style="list-style-type: none"> • 100% of Teachers use data to inform planning by summer 2018 • 100% of planning demonstrates planning for progress by summer 2018 • 100% of feedback is timely and meaningful (improvement tasks evident) by summer 2018 • 4i interventions • Book scrutinies 	DLW	Half termly

Improve the attainment and outcomes for all students, but in particular for PP students, with a particular focus on En and Ma.	Weekly RAG meeting / Vulnerable Students Register to identify students to benefit from 1:1 / Option En or Ma. Tracked on weekly basis.	The improvement in PP outcomes from the previous year 2017-18 Need to ensure that these differences are diminished between September 2018 and summer 2019 so that outcomes for PP students are in line with non PP.	Students in 1:1 / Option En or Ma to move closer to target grade as a result of additional resources and funding. Tracked at data collections and measured in summer 2019 outcomes.	GK	Weekly RAG / VSR meetings
Accuracy of assessment	Regular standardised assessment in line with STEPs calendar <ul style="list-style-type: none"> GAP analysis Moderation of actuals Standard assessments set across the trust for wider use of moderation 	Accurate assessment and grading is essential so that student know where they are in their learning and understand what they need to do to improve (Question level analysis) Accurate assessment is essential for appropriate timely and targeted interventions.	<ul style="list-style-type: none"> Introduce PIN marking and quality CPD. Share good practise. Analysis of student responses. NET subject directors to standardise assessments and moderate marking. External standardisation with exam boards and Northern Alliance 	DLW/GK	Every assessment and data cycle As per QA calendar
Implement and monitor new marking policy and ensure staff are compliant in following the policy	CPD to share PIN and PROUD marking policy with focus on improvement tasks	Effective feedback recognised by Hattie and Sutton Trust as having positive impact upon progress EEF toolkit puts the size effect of feedback at 8+ and very low cost. Feedback can be verbal or written but emphasis on improvement. Feedback can be delivered through teacher, other adult or peers.	<ul style="list-style-type: none"> QA calendar work scrutiny. Observations. Learning walks. Line manager QA. 4i evidence 	DLW	Half Termly
Targeted questioning	Seating plans	Research shows that other schools have narrowed the gap by	Procedures and seating plans clearly identify PP, MA and	DLW	As per QA calendar

	<p>Random name generators (Teacher Toolkit)</p> <p>Seating plan required for all lessons and are evidenced in teachers' planning files.</p>	<p>targeting first and last questions to PP students.</p> <p>Open ended questions demand a higher level of thinking into a valid response.</p> <p>Scaffolded questioning to develop confidence and secure improved engagement.</p>	<p>HAP students and make it easier to monitor performance.</p> <p>Seating plan required for all lessons and are evidenced in teachers' planning files.</p>		
<p>Improve literacy: spelling, grammar, punctuation and vocabulary</p>	<p>Develop half termly literacy focus.</p> <p>VMG to be used to deliver literacy and then develop through curriculum areas.</p>	<p>PP students' lower literacy levels impact on their accessing the curriculum and therefore making progress within it.</p> <p>North Shore PP students enter the academy with low literacy levels which has an impact across curriculum subjects.</p>	<p>QA, book scrutiny, lesson planning, learning walks.</p> <p>Compliance checks.</p> <p>Intervention by interaction (tasks to be given on entry to academy/breaktimes/lunch times)</p>	DLW	Every Half Term
<p>Improve Numeracy:</p>	<p>Develop half termly Numeracy focus.</p> <p>VMG to be used to deliver numeracy and then develop through curriculum areas.</p>	<p>PP students' lower numeracy levels impact on their accessing the curriculum and therefore making progress within it.</p> <p>North Shore PP students enter the academy with low numeracy levels which has an impact across curriculum subjects such as science (Curriculum focus for this year)</p>	<p>QA, book scrutiny, lesson planning, learning walks.</p> <p>Compliance checks.</p> <p>Hegarty maths monitoring</p> <p>Intervention by interaction (tasks to be given on entry to academy/breaktimes/lunch times)</p>	GK/ SA	Every Half Term
<p>Improve student outcomes by fully resourced study area for</p>	<p>Fully stocked study area available for all students, but in particular PP.</p>	<p>Access to revision guides / materials for independent learning</p>	<p>HOD to provide / request resources in place at the latest of December 2018.</p>	JA	Half Termly

year 11 students, in particular PP.			Re-stocked on regular basis in lead up to summer exams as new revision material becomes available.		
Ensure students catch up and keep up through targeted progress clubs	Students identified via departmental and the RAG / VSR meetings receive timely support and intervention to close their learning gap via after school, weekend and holiday sessions.	<p>Rapid implementation of support and interventions can prevent a student from falling further behind.</p> <p>Subject specialist staff are best placed to deliver and can consolidate learning in intervention time through normal curriculum time and vice versa.</p> <p>Additional specialist teaching at weekends, holidays and after school where identified can accelerate learning and allow students to catch up</p>	<p>Weekly RAG / VSR meetings identifies students in need of additional support.</p> <p>Individual students progress reported back at the following week's RAG / VSR.</p>	GK	Weekly
NEET to be below 5% at KS4 outstanding CEIAG to PP students	Developing pathways and aspiration to ensure all students have an intended destination High quality careers advice (SLA)	Reduce the number of students NEET	Monitored by Jen Zaheer	ABM	Termly
Total budgeted cost					See Section 7 Breakdown

Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
<p>Improve attendance of all disadvantaged students to match the National Average for all students</p> <p>Improve the attendance of all PP students in KS3/Ks4</p>	<p>Dedicated attendance team to track, support and intervene with PP students' attendance.</p> <p>Targeted support and increased incentives used to encourage improved attendance.</p>	<p>Nationally the attendance of PP students is lower than non-PP students.</p> <p>Students' progress and attainment cannot improve if they are not accessing learning.</p>	<ul style="list-style-type: none"> • Daily monitoring of attendance. • Home visits by attendance officer & letters sent to parents. • Meetings held with parents. • Regular contact/meetings with outside agencies. • Fixed Penalty Notice warning & prosecution. • Weekly, termly and annual rewards for 100% attendance/significant improvements 	SJ/BH	<p>Daily Monitoring</p> <p>Weekly monitoring</p> <p>Reviewed January 2019 and April 2019.</p>
<p>Improve the attendance of PP students to diminish the difference towards national average for all students.</p> <p>Continue to reduce the number of disadvantaged students who become PA*</p>	<p>PP Champion to provide 1-1 support and challenge of parents and students with poor attendance and who are at risk of becoming PA</p> <p>Build on existing good links with primary schools in order support each other with 'family' attendance issues and educate parents as to the rigour of North Shore's</p>	<p>Direct correlation between poor attendance and underachievement.</p> <p>Virtual school used to ensure that students with long term illness do not miss out on teaching and learning</p> <p>Historic and familial issues of poor attendance from feeder primaries.</p>	<p>Weekly monitoring of attendance with relevant challenge, direct liaison with Local Authority Designated Officer</p> <p>Fortnightly challenge of parents and students at Attendance Panel</p> <p>Regular Monitoring by BH</p> <p>PP Champion</p>	SJ/BH	Weekly

	challenge of non-attendance prior to entry.	PP Champion to establish linked protocols consistently applied to eradicate problems on transition. Use of Bridge and PLC to target key groups to help maximise attendance			
Total budgeted cost					See Section 7 Breakdown

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
Improve GCSE outcomes	1:1 / Small group tuition Progress Clubs (Mon-Thurs) Holiday School (half terms and summer)	To improve the outcomes of disadvantaged students through specialist tuition to ensure expected outcomes in 2019. (Maths/English 121)	Weekly RAG meeting / VSR to identify students and track progress	GK	Weekly
Continue the work with the most able disadvantaged students	Mentor, access to aspiration visits and speakers and working directly with Higher Education students Expand the enrichment areas	Raising aspirations by allowing disadvantaged students to see the opportunities and removing any barriers to access Enrichment helps to create/strengthen relationships between staff and students.	Termly report to governors of visits, speakers, with the specific focus on PP students. PP student voice on aspiration. Monitor attendance at enrichment	RW	Termly

Improved outcomes of disadvantaged students through ensuring equipment and resources are not a barrier to success	Provide the necessary equipment and resources such as revision guides, planners, wall charts etc. to ensure all students are equipped for success	To allow disadvantaged students to revise and work independently the necessary resources are provided	All students have access to the necessary equipment. Evidenced in classrooms.	DLW	Termly
Raise outcomes and enjoyment of school for PP students	Ensure that no student is excluded from participation due to finance	Provide free breakfasts, ensuring PP students receive the sustenance needed to aid concentration and attendance. Providing support with costs for trips and extra-curricular activities Additional support for activities and events Aspirations/Graduation/Prom/Field trips	Coordinated by SG	SG	Termly
Increase parental engagement for PP students	Work with families and coordinate a parents' group who will represent a parent voice forum	Engaging with the parents of disadvantaged students can support students' achievements and attendance and reduce the likelihood of FTE. PP champion used as early intervention at the pre-PA level	Monitored by GK	GK	Half termly

Reduce the number of FTE/C6/C4 for PP students	Modify behaviour policy to add another level C5b Parents are informed of all C4 incidents (Planner Stickers).	Pilot policy introduced at North Shore and Dyke House significantly reduced FTEs with this additional level in the policy.	<ul style="list-style-type: none"> • Daily monitoring of FTE • Meetings held with parents and students for reintegration • Regular contact / meetings with outside agencies for students vulnerable to PEx 	GK	Weekly
Total budgeted cost					See Section 7 Breakdown

6. Review of expenditure				
Previous Academic Year		2017-18 TOTAL Pupil Premium budget: £413,0000		
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
Improve outcomes for PP students and attendance at extra curriculum activities	Enrichment resources, Revision sessions (Progress clubs)	Attendance at after school clubs improved across all groups, but significantly with PP. Outcomes for PP in headline measures and most subjects areas improved significantly	Purposeful and tailored resources need to be provided. Students need to be tested each term to show impact. Communication with parents is key. (Strategies successful and will continue)	£25,553.20

Improve links with other academies (internal/external) to the trust. Share and identify best practice (Share resources)	Training and additional staffing (secondment of Staff). Network meetings for HOD/directors	Improvement in subject areas outcomes. Consistent assessments policy implemented across the trust (accurate predictions). Sharing of resources and planning (Six part lesson implemented in 100% of lessons)	Culture change is key to ensure that staff and students understand that each academy is part of a bigger organisation (Networking). (Strategies successful and will continue)	£3,600
Improve outcomes of disengaged students	SLT to mentor key students	Improvement in attendance and behaviour of small groups of students identified through RAG (Y11)	Strategies successful and will continue (needs to be increases in the next academic year)	£540.00
Improved outcomes in core subjects English and Maths	Option English and Maths. Additional classes in core subjects (English and Maths)	Targeted support (reduce curriculum and consolidate learning in English and Maths (Ensure Life Chances). Improved outcomes in all subjects	Strategies successful and will continue	£51,566.62
Reduce Knowledge gaps in core subjects in English and Maths	121 English and Maths. Targeted support to reduce knowledge gaps (small group withdrawal from lessons)	1 to 1 tuition has had significant impact on student outcomes.	Strategies successful and will continue	£25,811.06

Differentiation and a consistent approach to planning/assessment/collaborative learning	Director Support in core subjects English, Maths, Humanities and Science	Narrow the gaps in attainment and achievement	Strategies successful and will continue	£33,684.19
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Targeted support				
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
Parental engagement	Parent information evenings/revision sessions/reporting systems/STEPS	Outcomes for PP in headline measures and most subjects areas improved significantly. Improved attendance at parent information events	All staff to attend events and make it part of the 1265, so crucial advice and guidance can be given by specialists (all subject areas). Communication and student involvement at each step of the process (student Voice) is key to the success of the events. (Strategies successful and will continue)	£8,502.72
Barriers to learning (Uniform)/ planners/ transport	To support parents with the purchase of correct uniform/planner	Remove barriers to learning, and raised expectations regarding uniform (introduced a new policy)	Clear uniform policy (Strategies successful and will continue). Planner needs to be used in every lesson (recording of homework/event etc)	£12,188.35
Raise the profile of curriculum pathways in KS3 (Y8)	Year 8 graduation and residential	Students/parents a have a greater understanding of the different curriculum pathways and how they would follow on to KS4/KS5 and career opportunities	Strategies successful and will continue. More involvement for the universities (Aspirations)	£11,955.41

Improve Literacy/reading ages from entry KS2 (Meeting expected standard)	Accelerated Reader/Literacy intervention	Improved reading ages closer to chronological age. Reduce the number of students not at expected standard in Reading at the end of Y7/Y8	Additional testing needed on entry Y7 to benchmark impact. Strategies successful and will continue	£5,619.55
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Other approaches				
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
Lower absence rates to improve attainment of vulnerable students	Bridge and PLC unit to be setup	<p>Within the Bridge support was given to students with more complex social, emotional, behavioural and medical issues. It provided a safe and supportive environment for the Academy's most vulnerable students. This helped improve the attendance/achievement of some of the most vulnerable students.</p> <p>The Personalised Learning Centre co-ordinated personalised learning packages designed to meet individual need, provide focussed intervention to support and raise attainment and deliver alternative GCSE equivalent qualifications to a selected group of students identified through RAG and the vulnerable students register.</p>	Strategies successful and will continue.	£62,457.00

<p>Improve behaviour for learning/Pastoral care/Attendance</p>	<p>Deeps model implemented. The Vice Principal, SENCo, Assistant Principals, Progress Leaders, Teaching Assistants, Attendance TEAM, CEIAG Officer, Bridge Manager and Child Protection Officer</p>	<p>Outcomes for PP in headline measures and most subjects areas improved significantly.</p>	<p>Strategies successful and will continue.</p>	<p>£183,379.82</p>
<p>Careers advice and guidance (Aspirations)</p>	<p>Support for careers and destinations (Destinations)</p>	<p>Advice and guidance for post 16 applications/University. Students have a better understanding of curriculum pathways (Student survey pathways evening)</p>	<p>Strategies successful and will continue.</p>	<p>£16,901.93</p>
<p>Students to have an active role in the decision making of the academy (Student engagement)</p>	<p>Student voice to be setup (student engagement)/Have an understanding in democracy</p>	<p>Improved engagement in lessons (reduced C4, C5, C6 in lessons). Students the play a more active role within the academy.</p>	<p>Strategies successful and will continue.</p>	<p>£3,280.00</p>

Reduce/avoid permanent exclusion	Alternative education provision	Reduce/avoid permanent exclusion throughout all year groups in particular Y11. Outcomes for students on alternative provision improved.	Strategies successful and will continue.	£102,302.20
Total Spend 2017-18				£547,343.27

7. Breakdown of Planned expenditure

Academic year

2018-2019

Action	Pupil premium allocation	Measureable impact	Date of review	Lead teacher - responsible for evaluation of action
Option English and Maths	Total Commitment £77,951.00	Targeted support (reduce curriculum and consolidate learning in English and Maths (Ensure Life Chances)	Termly	ABM
Maths and English Directors	Total Commitment £84,245.00	Planning and Targeted support small group sizes	Termly	MR
1 to 1 Tuition in Maths and English	Total commitment - £50,000	1 to 1 tuition in all NET academies has significant impact on student outcomes.	½ Termly reviews with NET Directors.	ABM
Staff provision for pastoral support in each year group (Learning Managers)	5X Learning Managers Total Commitment	Analysis of wider school indicators, including class behaviour data, attendance and punctuality data – with demonstrable improvements	Weekly – as part of Inclusion meeting	ABM

	£83,903.15			
Targeted actions to improve any attendance gaps between pupil premium children and whole school	Attendance Officers – focus on targeted PP initiatives 2X attendance officers £35,307.23	Analysis of the pupil attendance and punctuality data for those children entitled to receive the Pupil premium grant	Weekly analysis to identify data with termly review.	ABM
Revision Materials	Revision materials for English, maths and science Total commitment £1,000.00	Revision materials provided for Y10 and Y11 students to support them in preparation for KS4 examinations.	Review with HOD – April 2019	GK
Teacher Toolkits	Total commitment £1,000.00	Teacher toolkits purchased for all teachers to drive collaborative learning structures across the academy based on use at other NET academies.	½ Termly as part of lesson observation cycle.	GK
Student rewards for attending intervention.	Total commitment £1,000.00	Students are provided with rewards and incentives in order to promote engagement with the intervention programme.	½ termly as part of intervention programme review.	GK
Revision Sessions and Catering	Total Commitment £25,000.00	Students provided with revision session program and food will be provided.	½ termly as part of intervention programme review.	ABM
SLT Mentors	Total Commitment 10 SLT mentors. £13,332.65	SLT to mentor venerable/underachieving students identified at RAG/Venerable students meeting/academy waves of intervention	Weekly reviews	ABM
Aspirations and Engagement	Total Commitment £19,231.00	Visits to Universities and work place providers. Resources and materials for the Life curriculum (Destinations)	½ termly as part of intervention programme review.	SG
The Bridge and PLC Unit	Total Commitment	Part of the emotional and behaviour support within the academy (Assist with attendance)	Weekly reviews	GK

	£35,361.09			
Attendance SLA	Total Commitment £1,450	Additional support from The LA for attendance	½ termly as part of intervention programme review.	GK
Student Voice	Total Commitment £500.00	Students elections and engagement in the decision making within the academy	N/A	PS
Enrichment Resources	Total Commitment £2,000.00	Resources to support the enrichment program	Termly as part of intervention programme review.	GK
Graduation Y8	Total Commitment £30,000	Part of the rewards at the end of Y8, students moving into KS4 options	½ termly as part of intervention programme review.	SG
Alt Education	Total Commitment £140,00.00	Attainment and progress of ALT students (Engagement with education)	½ termly as part of intervention programme review.	ABM
Careers SLA	Total Commitment £18,000.00	Support for careers and destinations (Destinations)	½ termly as part of intervention programme review.	SG
Exam Pro	Total Commitment £1,300.00	Exam board resources (teachers and students)	N/A	LK
Uniform/Planner	Total Commitment £4,500.00	Uniform	N/A	GK
Hegarty Maths	Total Commitment £1,600.00	Maths support at home (Home Work)	Weekly reviews	MJ

Barriers to learning (Uniform)/ Transport	Total Commitment £2,500	Remove barriers to learning, and raised expectations regarding uniform	N/A	GK
MIS attendance and text messaging service	Total Commitment £4,801.61	Communication between home and the academy and tracking of attendance (attendance data)	N/A	GK
Total Expenditure	£633,483.26	Ensuring the narrowing of the gap between attainment outcomes for all children entitled to Pupil Premium support compared to those not receiving such support – referred to as national attainment outcomes.		

Glossary of Terms	
Attendance and Disciplinary	Preliminary challenge from governors to parents of students exhibiting issues around behaviour or attendance.
AVP	Assistant Vice Principal
Basics	Achieving both English and mathematics GCSE at grade C or above until 2016 and Grade 5 or above from 2017.
CEIAG	Careers Education, Information, Advice and Guidance
HOD	Head of Department
CPD	Continuous Professional Development
ELM	Every Learner Matters Mentor
FTE	Fixed Term Exclusions
HATs	High Attaining Students (from their assessment at the end of Year 6 in primary school)
HLTA	Higher Level Teaching Assistant
LATs	Low Attaining Students (from their assessment at the end of Year 6 in primary school)
L&M	Literacy and Numeracy
MATs	Middle Attaining Students (from their assessment at the end of Year 6 in primary school)
NEET	Not in Employment Education or Training
NET	Northern Education Trust
PA	Persistent Absence / Persistent Absentees: students with absence rate of 10% or more

PEX	Permanent Exclusion
Progress 8 / P8	New national measure of progress across 8 subjects at GCSE
SEND	Special Educational Needs and/or Disabilities
SLT	Senior Leadership Team
T&L	Teaching and Learning
VP	Vice Principal

Reporting

It will be the responsibility of the Vice Principal (MGA) to produce regular reports for the Governing Body:

- How the money has been allocated
- The progress made towards narrowing the gap by year group for socially disadvantaged students
- An outline of the provision that was made since the last meeting and the impact of such provision
- The Governors of the academy will ensure that there is an annual statement on how pupil premium funding has been used published on the academy website. The use of pupil premium funding will be carried out within statutory requirements published by the DFE.