



Pupil Premium Strategy/Self-Evaluation (Secondary)

1. Summary information					
School	Lord Grey Academy				
Academic Year	2018-19	Total PP budget	£337,500	Date of most recent PP Review	June 2016
Total number of pupils (Years 7-11)	1246	Number of pupils eligible for PP	478	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.58 (2018)	0.13
Attainment 8 score average	33.5 (2018)	49.96

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	Engagement of students who are eligible for Pupil Premium
B.	Poor literacy skills
C.	Low levels of self-confidence in learning.

Additional barriers (including issues which also require action outside school, such as low attendance rates)

D.	Low attendance
E.	Low aspirations

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improved Attainment 8 and Progress 8 scores for students who are eligible for PP	Year 11 students who are eligible for PP meet the Attainment 8 target of 4.5 and the Progress 8 target of 0.4
B.	Reduction in the percentage of students with Persistent Absence who are eligible for Pupil Premium	The gap narrows between those who are eligible for Pupil Premium and those who are not in terms of the percentage of persistent absence.

C.	Reduction in the percentage of fixed term exclusions for students who are eligible for Pupil Premium	The gap narrows between those who are eligible for Pupil Premium and those who are not in terms of the number of students with 1 or more fixed term exclusions.
D.	Improvement in the engagement and participation of the most vulnerable students who are eligible for Pupil Premium.	The most vulnerable students in school attend and are engaged in purposeful activity which will lead to qualifications and post 16 education.

5. Planned expenditure				
Academic year		2018-19		
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
i. Quality of teaching for all				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Focus on Quality First Teaching across the academy through a reduction in bureaucracy which will enable teachers to focus on planning.	Students who are eligible for PP meet attainment and progress targets. The attainment gap narrows between students who are eligible for PP and those who are non PP.	Quality First Teaching has the most impact on student achievement. All students deserve to be taught by a teacher who knows them well and who plans for their individual needs.	Monitoring of lessons, learning walks, work sampling, interrogation of data at weekly standards meeting.	ALM/SKI/JHA
Focus on Literacy across the academy through a cross curricular, whole school approach.	Students who are eligible for Pupil Premium improve their literacy and have increased confidence. This leads to an improvement in attainment and progress.	Whole school approaches are key in ensuring that students receive the same message from all staff. Consistency of approach ensures that students apply their learning across all subjects.	Monitoring of lessons, learning walks, work sampling, interrogation of data at weekly standards meeting.	ALB
			Total budgeted cost	£263,245

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Produce individualised information for teachers based on the needs of students who are eligible for PP.	Individual students improve attainment and progress grades.	Teachers can make informed choices about how best to support students if they are aware of individual needs.	Analysis of data at standards meetings, learning walks, monitoring of schemes of work and lesson observations.	SCA/SKI/JHA/ALM	
Relaunch process for teachers to bid for PP funds so that all staff can develop innovative and effective approaches to supporting students who are eligible for PP.	Students who are eligible for PP meet attainment and progress targets. They are engaged in lessons and are motivated to learn.	If subject teachers are to use the information they have been provided with on the needs of individual students then they should have access to resources.	Monitoring of bid forms. Ensuring that all staff who receive funds from a bid complete a case study to show impact.	SCA/NHA	
			Total budgeted cost	£37,858	

iii. Other approaches				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Use of the Eden Centre to support the behaviour and attendance of the most vulnerable students who are eligible for PP.	There is a reduction in fixed term exclusions and in persistent absence for students who are eligible for PP.	The most vulnerable students in school need the most support. They sometimes need support away from the main school in order to ensure that they continue to participate in and access education.	Monitoring of Eden Centre through regular line management meetings. Access to Eden Centre managed by NHA and SCA.	SCA/NHA
The most vulnerable students participate fully in education.	A range of programmes and activities will be provided to students who need individualised support. This may include mentoring, counselling, external programmes such as Ride High, SWEEP, MKCF or provision of school uniform etc	There are a number of students in school who struggle to engage with school because of home circumstances. School is a reliable and consistent base for these students and can provide resources which would otherwise not be available to the family.	Review through weekly Safeguarding Team meetings. Monitoring by Heads of House.	SCA/NHA
			Total budgeted cost	£139,886

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	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
Whole school focus on Quality First Teaching through CPD, and monitoring of classroom practice	Students who are eligible for Pupil Premium meet academic targets.	The average total attainment 8 score in 2018 was 34.0. This is an increase of 2.0 when compared with 2017. The gap between students eligible for PP and the rest of the cohort has widened from -5.7 to -6.7. However, this is because the average total attainment 8 score for all students has risen from 37.7 to 40.5. The percentage of students achieving a Grade 4 pass in English has risen from 42.9% to 47.6%. Similarly the percentage of students achieving a Grade 4 pass in Maths has increased from 41.7% to 44.4%.	Action research projects were well-received by staff and the termly showcases clearly demonstrated the teacher-led approach. This encouraged a greater dialogue between staff about pedagogy and removed the need for CPD to be delivered from the front of the room in a 'one size fits all' approach. However, the whole school CPD session from Ross McGill on 'Mark, Plan, Teach' was also well received and has led to changes in the school's teaching and learning policy. CPD in the coming year will be a mixture of approaches: action research projects will be continued by experienced staff with other CPD aimed at meeting the specific training needs of teaching staff. Middle leader training was held towards the end of the year. It was well received and has led to greater accountability and understanding of middle leaders. They have more tools at their disposal for leading and monitoring departments and faculties. In the future this will be a rolling programme for new and aspiring leaders. Mentoring of middle leaders will also be available.	

<p>Student oracles provide staff with feedback from students. Context folders are a requirement for all staff to complete. Staff training to ensure all teachers are aware of the needs of Pupil Premium students.</p>	<p>All staff are aware of the needs of students who are eligible for Pupil Premium.</p>	<p>Staff are becoming more aware of the needs of students who are eligible for Pupil Premium as demonstrated through the use of context folders. However, the gap between those eligible for Pupil Premium and the rest of the cohort has not narrowed as shown in the most recent exam results.</p>	<p>Context folders have been very useful in ensuring that subject teachers are aware of the needs of individuals. However, they are time consuming to produce and the introduction of Go4Schools will allow will provide staff with the information they need at a glance and will therefore provide more time to focus on quality first teaching.</p>	
<p>Provide a series of targeted opportunities such as visits to universities, outside speakers (e.g. REactiv8 Mentoring)</p>	<p>Raise the aspirations of students who are eligible for Pupil Premium.</p>	<p>Opportunities have been provided for students to take part in Study Higher events, Reactiv8 mentoring, and visits to universities. Reactiv8 mentoring was well attended and the students who participated in this were very positive about its benefits. It is too early to say if this will have a long-term impact on the aspirations of students.</p>	<p>Students participate well in activities which are provided in school. However, the participation rate is less good when it is an activity out of school. These visits will continue to be offered but more support will be provided by Heads of House, and Form Tutors to ensure that all targeted students participate.</p>	
<p>Provide access to curriculum trips and visits as well as revision guides and materials for use in the classroom.</p>	<p>All students who are eligible for Pupil Premium have access to a full range of curriculum support.</p>	<p>The Faculty bid system continues to ensure that all students who are eligible for Pupil Premium are provided with equipment, revision materials and the opportunity to take part in trips and visits. Case studies show that some of these bids have had a positive impact on examination results and participation in activities for some students.</p>	<p>The bid system is to be relaunched and refreshed this year, providing staff with examples of successful and innovative bids, and making sure that staff measure the impact of any funding they receive.</p>	<p>£269,449</p>

ii. Targeted support				
Action	Intended outcome	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
Use of Eden Centre to work with students on positive behaviour.	Reduction in numbers of PP students who receive fixed term exclusions	In 2016-17 there were 42 fixed term exclusions for a total of 23 students. In 2017-18 there were 103 fixed term exclusions for a total of 44 students.	The Eden Centre continues to provide high quality support for students who struggle with behaviour and learning. The introduction of the nurture groups been beneficial in supporting the most vulnerable students. The staff who work in the Eden Centre are always reflective and adapt their practice to suit the students. This will continue in 2018-19, with a focus on 1:1 work with recidivists.	£46,989
Provision of targeted support from Attendance Officer. Provision of daily Breakfast Club to encourage early attendance.	Reduction in % of Pupil Premium students who have Persistent Absence	In 2016-17 66 students who were eligible for pupil premium were persistent absentees. The percentage of persistent absence for students eligible for Pupil Premium was 19.7%. In 2017-18 61 pupils were persistent absentees. The percentage of persistent absence for students eligible for Pupil Premium was 18.7%.	This approach has worked for some students. However, there needs to be more impact across the cohort.	£3,527
iii. Other approaches				
Action	Intended outcome	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

<p>A range of programmes and activities and support will be provided to students who need individualised support. This may include mentoring, counselling, external programmes such as Ride High, Sweep, MKCF, provision of school uniform etc.</p>	<p>The most vulnerable students participate fully in education.</p>	<p>Individual case studies show that this approach has an impact on the most vulnerable in a supportive and positive way.</p>	<p>This approach will continue as it is useful for individual students, as shown in case studies.</p>	<p>£216,845</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	-----------------

7. Additional detail

- In this section you can annex or refer to additional information which you have used to inform the statement above.
- Lord Grey Academy has used statistical data from:-
 - Sisra/GO 4 Schools
 - Ofsted Data Dashboard
 - School internal tracking data.

A detailed breakdown of the Pupil Premium funding allocation and spend can be provided by the Director of Business.