

Effective Pupil Premium Review

ACADEMY NAME: Attleborough Academy Norfolk

Date of Review: September-October 2017

TEAM:

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Annex 1: Planning and preparation

Attleborough Academy, Norfolk (AAN) School's Pupil Premium Profile 2016-17						
Total number of students in the school (as at 06.01.17):						800
Number of PP-eligible students incl FSM/FSM6/Service/Post-LAC (based on Jan 2017 census data):						121
Amount in pounds per student:	PP incl FSM/FSM6	935	Post-LAC	1900	Service	300
Total pupil premium budget* (subject to change pending census results):						108385
Evidence of Academy Performance						
Key statements from Ofsted report(s) relating to the performance of disadvantaged students:						
<p>The Academy was inspected on 20 and 21 September 2016. Overall effectiveness was rated Good.</p> <p>The proportion of disadvantaged pupils eligible for the pupil premium (government funding to support pupils known to be eligible for free school meals and children looked after) is below national average.</p> <p>The area of strength identified which focused on disadvantaged students is:</p> <ul style="list-style-type: none"> The 'inclusion centre' and the 'SAFE' team (School and Family Enrichment Team) provide exemplary support for all pupils, especially for children who are looked after <p>The areas for development identified which focused on disadvantaged students are:</p> <ul style="list-style-type: none"> Despite efforts, the attendance of some groups of students is not yet at the national average, most notably disadvantaged students. The Academy will need to continue to improve students' personal development and well-being by using the highly personalised and effective attendance systems so that the overall attendance of all groups of students improves to meet national average, most notably for disadvantaged pupils and for those pupils who have a statement of special educational needs and/or disabilities or an education, health and care plan Ensuring that all teaching encourages the most able disadvantaged pupils to make even more rapid progress so that they can attain the highest grades, most notably in English. 						

Effectiveness of leadership and management (Good)

The additional funding that the school receives for disadvantaged pupils is used well to meet their various different needs. Most notably, leaders have identified that social, emotional and mental health is becoming an increasingly difficult barrier for many of these pupils and have invested heavily in staff training. Leaders through an external review have also identified that the most able pupils from disadvantaged backgrounds, do not always make rapid enough progress in a few lessons to attain the highest grades, most notably in English. Equally, the most able disadvantaged do consistently opt for languages at key stage 4 and/or 5. Consequently, having identified this, leaders have made it a focus for their use of their additional funding that they receive for pupils.

Governance of the school

Both governance boards are well-informed about the school's strengths and weaknesses. They receive a wealth of information from school leaders about how the school is doing, as well as through their commissioning of external reviews. Governors challenge leaders, particularly over the progress of disadvantaged pupils, the appropriateness of the use of the additional funding that they receive and pupils' attendance and achievement.

Safeguarding

Leaders and staff are clear on the link between attendance and safeguarding. Consequently, when pupils, especially those who have been identified as a concern, those who are looked after, or those who are known to child services, fail to attend school, their absence is chased without delay and referrals made speedily.

Quality of teaching, learning and assessment (Good)

On occasion, teachers are not sharp enough to challenge the most able disadvantaged pupils to make even better progress so that they can achieve the highest grades, most notably in some of the English work seen during the inspection.

Personal development, behaviour and welfare (Good)

Personal development and welfare

The attendance, safety and progress of children who are looked after are monitored meticulously. Consequently, most children looked after's attendance is good, and where it is not, there are clear referrals in place, tenaciously being chased by school staff.

Behaviour

School information shows that overall attendance in 2015/16 was better than in 2014/15. The local authority say that the school 'go the extra mile' to chase poor attendance and evidence seen by inspectors shows that some pupils' attendance increases dramatically over time. However, even with the dogmatic work of leaders and staff, the attendance of some disadvantaged pupils, and those who have a statement of special educational needs or an education, health and care plan, is still unlikely to meet national averages when they are published this year. Leaders and governors have marked this as a vital area for continued improvement and the training of staff in mental health needs is in response to many pupils who have poor attendance linked to this particular aspect.

Outcomes for pupils (Good)

- In 2015, Key Stage 4 results rose sharply. The overall progress made by all pupils, especially those who were disadvantaged, was above national average.
- At Key Stage 3, pupils are making good progress from their various starting points across many subjects, including English, mathematics, history, geography, French, German, drama, and design and technology. This is especially true for disadvantaged pupils, those with special educational needs and/or disabilities and the least able.
- In 2015, disadvantaged pupils in Key Stage 4 made progress in a range of subjects that was above national average. While there were some overall dips in English results in 2016, school evidence seen would indicate that disadvantaged pupils still made good progress from their starting points. At key stage 3, these pupils last year made good and sometimes better progress from their starting points, most notably in English, mathematics, humanities and the creative subjects. Despite this, leaders have identified that most-able disadvantaged pupils in key stage 3 and 4 are not always making rapid enough progress to attain in line with non-disadvantaged pupils. In response to this, they have made it a focus of their pupil premium spending this year and have reviewed targets to ensure that there is a greater emphasis on the attainment of these pupils

Summary of school's performance data:

Below is the performance data for Year 11 students (Class of 2017):

Note: This data includes remarks and Socio-Emotional Mental Health (SEMH) approved extractions.

Year 11 (Class of 2017)	Student Nos	EM Threshold (Standard)	Progress 8	Attainment 8	English (Standard)	Maths (Standard)	5 A*-C (incl E & M)
Pupil Premium	21	48%	-0.84	35	52%	67%	43%
Other	108	73%	0.15	47	82%	80%	71%

- For cohort 2016-17 we had 16% Pupil Premium whereas in 2015-16 there was 19%
- In spite of all the interventions in place, the gap for Pupil Premium students compared to non-Pupil Premium students has widened (a whole grade different)
- Maths pass rates for Pupil Premium students has improved, ie 2017 67% (2016 58%)
- English pass rates for Pupil Premium students has decreased, ie 2017 52% (2016 55%) bearing in mind this was a new curriculum and students had less time to be prepared for it
- English-Maths Threshold for Pupil Premium students has improved, ie 2017 48% (2016 36%)

Below is the predicted performance data for current Year 11 students (Class of 2018):

Note: This data is based on end of Year 10 assessment.

Year 11 (Class of 2017)	Student Nos	EM Threshold (Standard)	Progress 8	Attainment 8	English (Standard)	Maths (Standard)	5 A*-C (incl E & M)
Pupil Premium	14	43%	-0.15	37	64%	43%	43%
Other	112	76%	0.34	50	91%	79%	74%

- For cohort 2017-18 we have 11% Pupil Premium whereas in 2016-17 there was 16%
- The gap for Pupil Premium students compared to non-Pupil Premium students is predicted to be better (1/2 a grade difference)
- Maths pass rates predicted for Pupil Premium students seems to have significantly decreased, ie 2018 43% (2017 67%) – caveat this may be down to staff being cautious on their predictions due to new specifications
- English pass rates for Pupil Premium students is predicted to improve, ie 2018 64% (2017 52%)
- English-Maths Threshold for Pupil Premium students is predicted to take a slight dip but this could be because of maths predictions being cautious, ie 2018 43% (2017 48%)

Below is the predicted performance data for Year 10 students (Class of 2019):

Note: This data is based on end of Year 9 assessment.

Year 11 (Class of 2017)	Student Nos	EM Threshold (Standard)	Progress 8	Attainment 8	English (Standard)	Maths (Standard)	5 A*-C (incl E & M)
Pupil Premium	22	76%	0.69	46	77%	83%	68%
Other	103	82%	0.70	52	83%	91%	79%

- For cohort 2018-19 we have 18% Pupil Premium whereas in 2017-18 there was 11%
- The gap for Pupil Premium students compared to non-Pupil Premium students is predicted to be better and on par with non-Pupil Premium students – the gap will be eradicated. This will be the first cohort through on the early intervention plan, ie the first students on the Purple-Blue Route and additional Catch-up and Sound Training interventions
- Maths pass rates for Pupil Premium students seems to have significantly improved, ie 2019 83% (2018 43%)
- English pass rates for Pupil Premium students is predicted to improve, ie 2019 77% (2018 64%)
- English-Maths Threshold for Pupil Premium students is predicted to significantly improve, ie 2019 76% (2018 43%)

What this shows is that our holistic approach to students is working. The non-Pupil Premium students are still improving but the additional interventions in place are ensuring the Pupil Premium students are progressing at a greater rate to ensure the gap has closed by the time they progress at the end of Year 11.

School's pupil premium statement:

Objectives in Spending the Pupil Premium Grant

The objectives in spending the Pupil Premium Grant are:

- To raise literacy and numeracy levels (AIP 1.3)
- To provide additional intervention programmes which increase students' access to the curriculum (AIP 1.2)
- To provide the opportunity for students to raise their literacy and numeracy skills and consequently, narrow the gap in attainment (AIP 1.3)
- To provide strategies which raise vulnerable students' confidence and self-belief, enabling them to become confident learners and a valued part of the Academy community (AIP 1.3)
- To ensure all vulnerable students are able to achieve a positive Academy experience, in the same manner as more advantaged students (AIP 1.2)

Summary of Spending Strategy

The following approaches will be extended into **2017-2018**:

- In Year 11, all students will take part in an English, Maths or Science Gold Group Form time programme
- Extra-curricular small group, and one to one sessions, that are focused on developing a range of skills of individual students to narrow their achievement gap
- An individual mentoring programme will be carried out through the wider Student Support team, as needs are identified
- The added opportunity of raising achievement levels through the continuation of a staffed Homework Club and other subject intervention classes
- The provision of further resources such as revision books, computer technology and support materials for students in both Key Stage 3 and Key Stage 4
- Socially, extensive supervised support will continue to be provided for potentially vulnerable students during break and lunch periods to increase those students' self confidence
- The purchasing of uniform for disadvantaged students, along with activity support facilitating inclusion and parental support will also be also given

Annex 2: Self-evaluation template

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Pupil characteristics</p> <ul style="list-style-type: none"> ● Discussion with Intervention Team Published data 	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p> <p>Numbers of disadvantaged students have remained relatively constant over the last few years with a falling roll.</p>	<p>Transition and transfer arrangements are detailed and accurate, enabling clear eligibility data and emergent patterns.</p> <p>Pre-transition testing by the academy (baseline literacy and numeracy) is now in place and has enabled early term 1 activities/ interventions.</p> <p>The Head of Lower School has been able to start work early with main contributory feeders, which has strengthened transition partnerships.</p>	<p>To carry out a 'readiness for learning and cultural literacy questionnaire' with students. Once results are known introduce appropriate intervention packages.</p>
<p>Behaviour & safety</p> <ul style="list-style-type: none"> ● Learning walks ● Behaviour records 	<p>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?</p> <p>Where support is focused on wider issues, in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?</p>	<p>The funding is effectively used for social and emotional development and provides opportunity and challenge through trips and extra activities.</p> <p>The academy has a refined profile of all disadvantaged students which identifies other issues (other than academic) which may act as barriers to learning.</p> <p>Students were well spoken, confident and valued the support they received.</p>	<p>Students wanted more opportunity to build their confidence and esteem skills with support from the academy.</p> <p>To explore more cost effective ways to raise aspiration for a greater number of students in a 'Brilliant Club' type experience.</p>
<p>Achievement</p> <ul style="list-style-type: none"> ● Discussion with Intervention Team ● Published data ● Current progress data ● Lesson observation and work scrutiny 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p> <p>What story does the current data tell?</p>	<p>The PPCo (Strategic) and PPCo (operational) use a strongly defined repertoire of interventions, often tailored to precise key areas that are impacting on students' progress.</p> <p>The robust and extensive evidence based systems for evaluating impact are informative and result in clear decisions.</p> <p>The Academy is making considerable improvements and the disadvantaged students are fully included in this success.</p>	<p>To review Wave 1 intervention activities and teaching strategies for all subjects is needed.</p> <p>To review of use of the EEF is needed.</p> <p>To create Super Celias for PP students and from this create a personalised intervention plan.</p>
<p>Teaching</p> <ul style="list-style-type: none"> ● Lesson observation/ learning walks, to include work scrutiny and discussion with teachers ● Observation of out of class interventions ● Current progress data 	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p> <p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p> <p>Are parents/carers and multi professional involved in these discussions?</p> <p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p> <p>Where out of lesson interventions take place, how does the school evaluate impact?</p>	<p>Where interventions are refined and teaching is creative and interactive disadvantaged students make at least good progress.</p> <p>The continued use of the 'Bridge Centre' and trained Student Support Mentors ensures sustained learning takes place.</p> <p>Strong data analysis, regular learning walks and effective subject leaders ensures disadvantaged students enjoy learning.</p> <p>The current focus on 'catch up' for KS3 students on spelling and reading is excellent and shows real promise to have a lasting impact. It has now been rolled out to Year 9 students.</p>	<p>To review Wave 1 intervention activities and teaching strategies for all subjects.</p> <p>To roll out the SIMS intervention tool to facilitate impact analysis.</p> <p>To review the impact of Student Support Mentors in and outside the classroom.</p>

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Leadership & Management</p> <ul style="list-style-type: none"> ● Discussion with Intervention Team ● Pupil Premium policy document ● Most recent OFSTED report ● Published data ● Current progress data 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>How effectively does the school identify priorities for pupil premium funding?</p> <p>How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils?</p> <p>How ambitious are the targets for disadvantaged pupils?</p> <p>How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/ emotional needs?</p> <p>How effective are the strategies used and how does the school evaluate them?</p>	<p>The fine detail needed for refined interventions is well managed by both the PPCo staff and strongly supported by core subject leaders.</p> <p>The evaluation of impact is very good and the 'Super Celia' and core subject reports are excellent.</p> <p>The leadership of the disadvantaged students is very good with a real and tangible desire to get every students to at least expected progress and more.</p> <p>The targets are ambitious for all students and drive improvement cycles.</p> <p>The funding analysis and planning is excellent and takes into account high impact activities alongside innovative and effective individual programmes for Reading and Spelling.</p> <p>The regular stream of data and analysis carried out by accurate and confident teacher predictions is a strength.</p>	<p>To review the use of the EEF.</p> <p>To roll out the SIMS intervention tool to facilitate impact analysis.</p> <p>To roll out the TEN PP Profile system to identify barriers to learning and implement personalised intervention plans.</p> <p>To introduce the scanning of all stages of the finance process to improve tracking ie scan Purchase Orders, PP Request Forms, Quote, Invoice etc.</p>
<p>Evaluation of impact, drafting action plan and next steps</p> <ul style="list-style-type: none"> ● Discussion with Intervention Team 	<p>How well is pupil premium funding used to:</p> <p>Ensure quality first teaching and above expected progress?</p> <p>Support effective interventions - Widen opportunity?</p> <p>What support can the reviewer offer for action planning and ongoing monitoring of the plan?</p>	<p>Funding is well targeted and monitored and more efficient for links with SEN when possible making best use of funds and resources available.</p> <p>The academy has a strong Quality Assurance cycle ensuring teaching standards are high or challenged where not.</p> <p>Building on the action plan from last year enables successful interventions to continue and new ones to respond to emergent needs of the disadvantaged students.</p>	<p>Within the excellent practice across the disadvantaged work, continue to raise the profile more of what is happening.</p> <p>To review Wave 1 intervention activities and teaching strategies for all subjects.</p> <p>To roll out the SIMS intervention tool to facilitate impact analysis.</p> <p>Amend action plan as necessary and review progress March 2018.</p>