

Pupil Premium Strategy & Action Plan for 2018-2019

Summary information					
School	The Whitehaven Academy				
Academic year	2018-19	Total Pupil Premium Budget	£179,875	Date of most recent PP review	Sept 2018
Total number of students (Y7 to Y11)	493	Number of service children	0		
Number of students eligible for PP funding	189	Number of CLA children	3	Date of next review	Sept 2019

Detailed distribution of Pupil Premium students September 2018

Year	Number in year	Number of Pupil Premium	Percentage of Pupil Premium
7	108	53	49.1%
8	112	42	37.5%
9	90	31	34.4%
10	85	29	34.1%
11	98	34	34.6%
Total (Y7 to Y11)	493	189	38.3%

2018 GCSE results			
Measures	PP students (24 students)	Non-PP students (49 students)	
% achieving 5 inc En/Ma at grade 5 or better	9.52%	26.92%	On all measures Pupil Premium students did significantly worse than their non-pp peers.
% achieving 5 inc En/Ma at grade 4 or better	23.81%	51.92%	
Progress 8 score average	-1.35	-0.71	
Attainment 8 score average	26.94	42.32	

Barriers to future attainment for PP students	
In-school barriers	
A.	Poor literacy skills, including reading and comprehension skills, especially for those pupils who are below secondary ready.
B.	Gap on entry between PP and non PP pupils.
C.	Staff knowledge and understanding of quality first teaching and how to effectively close gaps.
D.	Pupils metacognition skills
External barriers	
F	Parental engagement with school activities
G	Difference in attendance between PP and non-PP students
H	Limited aspirations from PP students

Desired outcomes		Success
1.	Progress measures for Key Stage 4 Disadvantaged students must show diminishing differences against national non-disadvantaged measures.	PP cohort perform at least in line with expectations with many performing above expectations. Data collections show cohort in all year groups performing at least in line with expectations.
2.	High quality of teaching and learning for all students including PP students	All teachers aware of who their PP students are and actively use techniques from the EEF to improve their progress and attainment.
3.	High quality targeted intervention improves literacy and metacognition skills.	Improved reading ages. Improved results in all examinations.
4.	Reduce Persistent absenteeism and increase attendance for Pupil Premium students	Reduction in PA gap between PP and non pp peers and national non pp peers
6.	Appropriate careers support and guidance and opportunities to develop cultural capital.	All PP pupils receive appropriate and timely careers support. All PP pupils have appropriate post 16 destination. All PP pupils attended at least one aspirational event.

Desired Outcome	Actions	Time Scale	Cost	Staff Responsible	Expected Impact - Evidence *	Milestones			Monitoring
						Autumn	Spring	Summer	
Progress measures for Key Stage 4 Disadvantaged students must show diminishing differences against national non-disadvantaged measures	Monitoring programme including regular learning walks for all sub groups.	Ongoing	ATC time	ATC, ELM, AB, KW	Students are demonstrating progress throughout all aspects of the curriculum.	Monitoring programme devised	Monitoring programme in place and recorded. ILP's and action plans completed for all PP pupils.	Monitoring programme in place and recorded. ILP's and action plans reviewed and evaluated.	ELM & CET SIT.
	Y10/11 individual action plans/passports in place for underachieving students and used by staff.	By Nov 2018	KW & AC time	KW and AC	Gaps in students' understanding are being effectively and efficiently addressed.	ILP's and actions plans are set up with progress data.	Meetings held with all relevant Y11 students with actions in place. Reviews of each cohort group show accelerated progress.	Meetings are evaluated as to success.	
	Regular sub group RAP meetings with actions recorded and tracked for impact & effectiveness.	By Nov 2018	RAP staff time	KW	Interventions put in place are both proactive and reactive to ensure best outcomes for pupils.	Programme for RAPS set up, with tracking document.	RAP minutes in place with actions tracked and monitored.		
	Continue to support academic study and progress with meetings PP lead.	Ongoing	AC time	ATC and ELM	Student outcomes improve significantly.	AC has programme of meetings in place.	Strategies put in place to improve progress of underachieving students.	Assess accuracy of predictions when results data is analysed.	
	Regular reviews of data for accuracy of predictions and identification of students where intervention may be required.	Half termly	AC & AB time	AB, ATC, KW	Student grades improve.	Identify key cohort groups and subjects that are underachieving.	Mentors assigned and working with students.	Mentoring programme reviewed.	
	Implement mentoring for PP students with low P8 scores.	By Dec 2018	? (CCOP)	ATC	Mentoring programme is effective.	Source mentors and set up programme.	Tracked strategies in place for girls.	Strategies reviewed and evaluated.	

	<p>Monitor and track girls progress and implement appropriate strategies.</p>	Ongoing	AC & KW time	AB and ATC	An increase in the percentage of PP girls achieving 5 or higher in 5 subjects inc Eng and Maths in 2019	Girls who are most vulnerable identified.			
	<p>Ensure all teachers have a clear knowledge and understanding of the disadvantaged students within their class</p>	By Dec 2018	AC time	All teaching staff	Staff know the PP students in the class and are ensuring their needs are catered for in the lessons.	Implement single system for all staff to accurately identify PP students in classes.	Staff seen on learning walks can identify and talk about PP students and strategies in place.	Evaluate effectiveness using KA3 grades and	
	<p>Provide breakfast prior to morning GCSE examinations.</p>	May 2018	?	AC			PP students all receive a breakfast in school on the morning of each exam.		
	<p>After school focused intervention classes - English and mathematics</p>	Sept 2018		ATC, SLP and LG, RoC.	Improved grades in English and Mathematics at KS3 and 4.	Maths and English staff identify students in need of extra support and organise after school sessions. Transport organised for students that can't attend because of transport issues.	Track students who are attending and evaluate use of the bus.		

Desired outcome	Actions	Time Scale	Cost	Staff Responsible	Expected Impact - Evidence *	Milestones			Monitoring
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High quality of teaching and learning for all students including PP students	Continue with focus based on new SIP.								ELM & CET SIT.
	Raise staff awareness of the EEF toolkit and quality first teaching moving away from reliance on intervention support. Ensure a planned programme of CPD to address this.	By Dec 2018	ATC time	ATC	Improvement in Progress 8 and attainment 8 scores for PP students in 2019 and student outcomes at the end of KS3 are better than previous year.	Make staff aware of EEF toolkit and effective strategies.	Liaise with T&L advocates to plan CPD for staff on effective PP strategies.	CPD on PP strategies delivered.	
	Ensure all staff are setting meaningful homework as this is shown to lead to accelerated progress.	By Dec 2018	ATC time	ATC	Homework set is meaningful leading to better progress.	Ensure all teaching staff are using Show My Homework.	Monitor home learning in book scrutiny to check that it HL meaningful and challenging.	Evaluate effectiveness of it.	
	As part of the CET plan, identify training for TAs, especially those new to post, so that they are clear about being a great teaching assistant. Also implement training for teaching staff on "Making the best use of teaching assistants" to support development.	By Jan 2019	JC and ATC time	ATC	Staff know how to make very effective use of TAs and TAs know how to be an effective teaching assistant.	Research training courses for TAs and organise for training to take place.	TA training and training on how staff can make the best use of TAs is delivered.	Get feedback on usefulness of the training from TAs.	
	Develop quality of feedback by showing examples and ensure that all pupils are responding to feedback and next step	By Nov 2018	ATC, DXS, AMS	ATC, DXS, AMS and LXB	Staff are providing constructive feedback and	Show examples of high quality feedback and	Monitor quality of feedback in book scrutiny.		

	<p>targets to improve their learning.</p> <p>Increase range of assessment types such as self and peer which pupils say they would welcome.</p> <p>Develop a culture of high expectations for all.</p> <p>Provide funding for PP students identified as being unable to pay for basic ingredients and materials for Food Technology and textiles</p> <p>Provide revision guides/revision and practice books to support independent study at home.</p>	<p>By Dec 2018</p> <p>September 2018</p> <p>November 2018</p> <p>November 2018</p>	<p>and LXB time</p> <p>ATC, DXS, AMS and LXB</p> <p>£440</p> <p>?</p>	<p>ATC, DXS, AMS and LXB</p> <p>ATC</p> <p>HLB ATC</p> <p>ATC</p>	<p>students are responding well to it.</p> <p>Self and peer assessment is being used well in lessons.</p> <p>All PP students able to take part in all tasks in technology lessons, producing work that they can take home and take pride in.</p> <p>Independent study is supported with resources.</p>	<p>emphasise the importance of it in briefings.</p> <p>T&L briefings used to emphasise consistency in behaviour management and expectations.</p> <p>Identify students in need of funding for ingredients after requests for payment.</p> <p>Get information from staff and order revision guides/revision guides and practice books required for Year 10s and 11s</p>	<p>PP funding provided so all students are able to take part in every lesson taking pride in their work.</p> <p>Revision guides used in lessons, study periods and for home learning/revision.</p>		
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Desired outcome	Actions	Time Scale	Cost	Staff Responsible	Expected Impact - Evidence *	Milestones			Monitoring
						Autumn	Spring	Summer	
High quality targeted intervention improves literacy and metacognition skills.	Accelerated reader scheme to improve literacy comprehension skills.	Dec 2018	TBC	ATC	Improved reading ages for KS3 students in each year group.	Purchase accelerated reader scheme and books for KS3 pupils and KS4 pupils identified with weak literacy skills. Designate or appoint member of staff to manage it.	Introduce the scheme communicating information to parents about it.	Evaluate the effectiveness of it.	ELM & CET SIT.
	Provision of holiday revision activities for targeted students.	April 2018	?	ATC and teaching staff	Improved outcomes at KS4.	Identify Year 11 PP students working below target in each subject.	Create and run Easter revision holiday programme for students.	Evaluate effectiveness of it.	
	Ensure all interventions are closely monitored, tracked and evaluated. Continue to develop catch up funding plan with additional focus on teaching strategies for all subjects to develop literacy and numeracy skills.	Ongoing			Improved outcomes.	Improved outcomes	All staff are shown data and interventions folder and procedure explained for logging information so PP students can be tracked.	Staff using individual PP folders to log interventions.	

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Reduce Persistent absenteeism and increase attendance for Pupil Premium students	Introduce restorative practices and investigate alternatives for pupils who are PP to reduce exclusion rate for this sub group.	Dec 2018	ATC and HLB time	ATC and HLB	Reduced exclusion rate for PP students	Liaise with staff doing behaviour management training to organise restorative practice sessions with PP students at risk of exclusion.	Trained staff to work with individual students that have high number of behaviour points.	Reduce Persistent absenteeism and increase attendance for Pupil Premium students	ELM, CET, SIT
	Continue rigorous focus on attendance and use of LA for prosecutions where appropriate.	Ongoing	LBC,L B, KW and MH time	LBC, LB, KW and MH	Reduction in persistent absenteeism	Attendance reports analysed to identify poor attenders. Meetings held with parents/carers of students with low attendance.	Strategies in place to support students so that attendance improves.		
	Investigate additional strategies for students with complex needs impacting on attendance in Years 8 and 10.	Ongoing	ATC	ATC					
	Use pupil voice with girls to develop further strategies to improve attendance.	Dec 18	ATC	ATC		Conduct student voice survey with a sample of PP girls with low attendance to investigate reasons for absence and what motivates/demotivates them in lesson/school.			

