

Park Hall Academy Pupil Premium Strategy Statement, 2018-2019

OBJECTIVE: TO CLOSE THE GAP BETWEEN DISADVANTAGED AND NON-DISADVANTAGED PREMIUM STUDENTS NATIONALLY

Summary information

Academic Year	2018-2019	Total PP budget	£359,040	Date of most recent PP Review	September 2018
Total number of pupils	1035	Number of pupils eligible for PP	425	Date for next internal review of this strategy	December 2018

Current Year 11 achievement and whole school attendance tracker

	Autumn Term 2018	Spring Term 2019	Summer Term 2019	Pupils not eligible for PP <i>(2018 national average, using SISRA Data Collaborative)</i>
Progress 8 score average				0.14
Attainment 8 score average				49.7
% of pupils achieving the threshold in English grade 4+				82%
% of pupils achieving the threshold in English grades 5+				66%
% of pupils achieving the threshold in Maths grade 4+				76%
% of pupils achieving the threshold in Maths grade 5+				55%
% Achieving the E-BACC				18%

Current Whole School (Years 7 to 11)

Whole School PP attendance				94.8%
Persistent absence for PP				12.8%

Barriers to future attainment (for pupils eligible for PP)
In-school barriers
Pupils having a low level of literacy and vocabulary
Pupils having a low level of numeracy
There is an absence of a family culture of learning – a lack of role models for reading, studying etc
A small group of disadvantaged pupils are demonstrating disengagement or behavioural issues, which is having a detrimental effect on their progress
Disadvantaged pupils are not making rapid progress in Maths, compared to English
Disadvantaged pupils do not make enough progress in Humanities, Modern Foreign Languages and Science.
External barriers
Absence is higher than national for disadvantaged pupils in the school.
Persistent absence is higher than national for disadvantaged pupils in the school.

Desired outcomes (desired outcomes and how they will be measured)	Success criteria
More rapid progress in literacy for Year 7 pupils eligible for Pupil Premium funding.	Pupils eligible for Pupil Premium funding will make progress at a faster rate than non-Pupil Premium students. This will be evidenced using the Year 7 accelerated reader programme and through English assessments at data capture points through the year.
More parental engagement at school events such as parents evening and information evenings, for those who are disadvantaged.	Increased attendance % of Pupil Premium parents to key events. Impact measures to be taken after each event.
Less disadvantaged pupils represented in isolation and exclusion statistics.	A reduction in % to shift towards national average for non-disadvantaged exclusions (% of pupils receiving 1 or more FTE national non-disadvantaged is 3.9%).
Improved performance of disadvantaged pupils in Maths.	Increase in the % achieving the threshold in Maths.
Improved attainment and progress score for disadvantaged pupils in Humanities to be broadly in line with the national average.	Subjects to be broadly in line with the national comparator.
Improved attainment and progress score for disadvantaged pupils in Modern Foreign Languages to be broadly in line with the national average.	Subjects to be broadly in line with the national comparator.
Improved attainment and progress score for disadvantaged pupils in Science to be broadly in line with the national average.	Subjects to be broadly in line with the national comparator.
Improved attainment and progress score for disadvantaged pupils in Art and Technology to be broadly in line with the national average.	Subjects to be broadly in line with the national comparator.
Improve the attendance figure of the schools for disadvantaged cohort	By July 2019 the % of sessions missed to be broadly in line with the national average which is 5%.

Planned expenditure for 2018-2019					
Action	Rationale	Success Criteria	Termly milestones - impact measures		
			Term 1	Term 2	Term 3
Ensure the promotion of the outcomes and entitlement of disadvantaged pupils are integral to all aspects of life at Park Hall Academy					
Continue to refine the intervention and pastoral teams so they continue to champion the progress and attainment of disadvantaged pupils. £89,000	EEF – Feedback to disadvantaged pupils and their parents will be improved with more face-to-face interactions through the use of Progress Leaders and the Head of Years. <i>+8 Months impact – Feedback</i> <i>+3 Months impact – Parental involvement</i>	Progress rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.			
		Attainment rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.			
		Attendance rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.			
		Exclusion rates of disadvantaged pupils at least match non-disadvantaged pupils' national averages.			
To improve the quality of Teaching and Learning for the disadvantaged cohort.					
Raise the awareness of disadvantaged pupils to ensure for effective planning, differentiation and in class support. All disadvantaged pupils marked in SIMS so that they appear in the interventions column on every register. This allows for teacher to distinguish pupils as they take the register. £250	EEF - feedback has very strong evidence for improving learning and progress. If teachers know who the disadvantaged pupils are they can ensure that they are targeting them with verbal and written feedback, AFL and Questioning, grouped for collaborative learning, and provided individualised instructions more frequently. <i>+8 Months impact – Feedback</i> <i>+3 Months impact – Individualised Instruction</i> <i>+5 Months impact – Collaborative Learning</i> <i>+4 Months impact – Digital Technology</i>	100% of class teachers, use class action plans, identifying the strategies they are going to employ to address underachievement/ barriers to learning. Evidence of use collected through disadvantaged pupils learning walks.			
To improve the quality of feedback for disadvantaged pupils.	EEF - feedback has very strong evidence for improving learning and progress. <i>+8 Months impact – Feedback</i> <i>+3 Months impact – Individualised Instruction</i> <i>+5 Months impact – Collaborative learning</i>	Evidence of all disadvantaged pupils across KS3 and KS4 participating in purposeful green pen challenge and feedback.			

Planned expenditure for 2018-2019

Action	Rationale	Success Criteria	Termly milestones - impact measures		
			Term 1	Term 2	Term 3
<p>Provision of green pens for pupils for responding to teacher feedback.</p> <p>DIRT lessons to be delivered to allow for common misconceptions to be remedied.</p> <p>£250</p>		<p>Book scrutiny of disadvantaged pupils.</p> <p>Book scrutiny to ensure that there is no disparity between disadvantaged pupils and non-disadvantaged pupils in terms of green pen challenge and feedback.</p>			
<p>To deliver whole school CPD throughout the year, looking at teaching vocabulary to children, in order to “close the gap”.</p> <p>£2,500</p>	<p>Communication Trust - Poor language predicts poor literacy skills. At the age of six there is a gap of a few months between the reading age of children who had good oral language skills at 5, and those with poor oral language skills at 5. By the time they are 14, this gap has widened to five years’ difference in reading age (Hirsch, 1996) Poor language also predicts behaviour problems. Two thirds of 7-14 year olds with serious behaviour problems have language impairment (Cohen et al 1998). Poor language and communication skills in school leavers reduces the probability of getting into employment.</p>	<p>Progress rates of disadvantaged pupils at least match non-disadvantaged pupils’ national averages.</p>			
		<p>Attainment rates of disadvantaged pupils at least match non-disadvantaged pupils’ national averages.</p>			
		<p>Book scrutiny of disadvantaged pupils.</p>			
<p>To purchase the services of external tutors in order to target KS4 pupils who would benefit from specific English and Mathematics support, linked to their classwork.</p> <p>£6,000</p>	<p>EEF - one to one tuition has very strong evidence for improving learning and progress. Optimal results come from short, regular sessions.</p> <p><i>+8 Months impact - Meta-cognition and Self-Regulation</i> <i>+8 Months impact - Feedback</i> <i>+3 Months impact - Individualised Instruction</i> <i>+5 Months impact - Collaborative learning</i> <i>+3 Months impact - Reducing class size</i> <i>+4 Months impact - Small group tuition</i></p>	<p>Improved % of disadvantaged pupils who achieve the threshold in English and Maths in Summer 2019 results.</p>			
		<p>Incremental % rises in internal assessment results for disadvantaged pupils who engage with external tutors.</p>			
		<p>Better completion % of PIXL app by disadvantaged pupils.</p>			
<p>To hold ‘walking talking’ mocks for Year 11 students in the Spring term. This will be used to bolster marks in summer exams and promote Meta-cognition.</p>	<p>EEF - Research shows that Feedback and Meta-cognition and Self-regulation has significant impact. This will be used to support DP with examinations by helping them to understand exactly what they will face. The teacher will demonstrate the process and show</p>	<p>A stepped improvement in holistic P8 score for the cohort that is moving towards the national comparator by July 2019.</p>			
		<p>A stepped P8 Score or VA score improvement for disadvantaged</p>			

Planned expenditure for 2018-2019

Action	Rationale	Success Criteria	Termly milestones - impact measures		
			Term 1	Term 2	Term 3
£250	<p>how to answer exam papers to maximise marks.</p> <p><i>+8 Months impact - Meta-cognition and Self-Regulation</i> <i>+5 Months impact - Collaborative learning</i> <i>+8 Months impact - Feedback</i></p>	pupils in subjects involved towards being broadly in line with national averages.			
<p>Employment of a literacy and a numeracy coordinators.</p> <p>Employment of an additional Maths teacher who is SEN specialist too.</p> <p>£40,000</p>	<p>The EEF - suggests that small group tuition leads to moderate impact in comparison to those students who do not receive small group tuition.</p> <p><i>+8 Months impact - Meta-cognition and Self-Regulation</i> <i>+5 Months impact - Collaborative learning</i> <i>+5 Months impact - Oral language intervention</i> <i>+4 Months impact - Small group tuition</i> <i>+8 Months impact - Feedback</i> <i>+3 Months impact - Individualised instruction</i></p>	Disadvantaged pupils who engage with additional Maths teacher to achieve a positive P8 score in the Maths pillar by July 2019.			
		Incremental improvements in teacher assessment.			
<p>Continuation of the employment of an external mentor, Dare2Dream, to work with pupils on confidence, attitude, emotional wellbeing and organisation.</p> <p>£6,000</p>	<p>EEF - suggests that mentoring and 1:1 tuition have a positive impact.</p> <p><i>+3 Months impact - Individualised Instruction</i> <i>+8 Months impact - Meta-cognition and Self-Regulation</i> <i>+5 Months impact - One to one tuition</i> <i>+8 Months impact - Feedback</i> <i>+3 Months impact - Behaviour interventions</i></p>	A stepped improvement in holistic P8 score for the cohort that is moving towards the national comparator by July 2019.			
		An Average ATL/ BFL of cohort that is no greater than 2 by July 2019.			
<p>Weekly SMTPF meetings to review progress with the Senior Management Team, Progress Team, Head of Years, Middle Leaders, The premise of the meeting will be to plan collaboratively to improve teaching and learning and bolster progress through timely interventions.</p> <p>£15,000</p>	<p>EEF - evidence states that the impact on teaching and learning is consistently positive.</p> <p><i>+8 Months impact - Feedback</i> <i>+3 Months impact - Behaviour interventions</i> <i>+3 Months impact - Individualised Instruction</i></p>	A stepped improvement in holistic P8 score for the cohort that is moving towards the national comparator by July 2019.			
		A stepped improvement of P8 scores in Maths and English, July 2019.			
		An improvement of VA score in the Science, July 2019.			
		An improvement of VA score in the Humanities, July 2019.			
		An improvement of VA score in the Languages, July 2019.			

Planned expenditure for 2018-2019

Action	Rationale	Success Criteria	Termly milestones - impact measures		
			Term 1	Term 2	Term 3
		An improvement of VA score in the Art and Technology, July 2019.			
Continuation of a system of requests through which departments can submit proposals for additional funding in order to benefit the teaching and learning of disadvantaged pupils. £41,000	EEF - suggests that improving teaching, marking and feedback has a significant impact. <i>+8 Months impact - Meta-cognition and Self-Regulation</i> <i>+8 Months impact - Feedback</i> <i>+3 Months impact - Individualised Instruction</i>	Improvement in holistic P8 score for the cohort that is moving towards the national comparator by July 2019			
GCSE holiday revision and intervention classes, Saturday morning Maths, period 6s, daily AM revision sessions, for disadvantaged pupils to improve teaching and learning and outcomes. £11,000	EEF - suggests that improving teaching, marking and feedback has a significant impact. <i>+8 Months impact - Meta-cognition and Self-Regulation</i> <i>+8 Months impact - Feedback</i> <i>+3 Months impact - Individualised Instruction</i>	Attendance of the disadvantaged pupils cohort to the revision to be better than 95%.			
		Improvement in holistic P8 score for the cohort that is moving towards the national comparator by July 2019			
To improve the behaviour of the disadvantaged cohort in relation to the over representation in fixed term exclusion data, and their attendance.					
A range of behaviour for learning interventions for Disadvantaged Pupils whose behaviour is a barrier to their learning and progress, including support from Malachi services. £20,000	EEF - evidence states that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific pupils with particular needs or behavioural issues, than for universal interventions. <i>+4 Months impact - Social and Emotional learning.</i> <i>+4 Months impact - Small group tuition.</i> <i>+3 Months impact - Behaviour interventions</i> <i>+3 Months impact - Parental involvement</i> <i>+8 Months impact - Meta-Cognition and Self-Regulation</i>	A stepped reduction of fixed term exclusions of the disadvantaged cohort towards being broadly in line with national by July 2019.			
		A reduction of internal isolation data in comparison to last academic year.			
Pastoral support targeted at our most vulnerable students. Our inclusion team work on raising self-esteem and	EEF - evidence states that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours.	A stepped reduction of fixed term exclusions of the disadvantaged cohort towards being broadly in line with national by July 2019.			

Planned expenditure for 2018-2019

Action	Rationale	Success Criteria	Termly milestones - impact measures		
			Term 1	Term 2	Term 3
supporting positive behaviour. £77,000	+4 Months impact – Social and Emotional learning. +4 Months impact – Small group tuition. +3 Months impact – Behaviour interventions +3 Months impact – Parental involvement +8 Months impact – Meta-Cognition and Self-Regulation	A reduction of internal isolation data in comparison to last academic year.			
		Attendance - By July 2018 the % of sessions missed to be broadly in line with the national average which is 5%.			
Providing significant EWO and Assistant Headteacher time to increase attendance of disadvantaged pupils, with attendance letters, regular contact with parents, home visits and collections, attendance assemblies, enforcement teams, incentives. £50,000	EEF – Parental involvement shows moderate impact for moderate cost. +3 Months impact – Parental involvement	To improve the attendance of the disadvantaged pupils cohort to be in line with national comparator for absence (5% sessions missed) and PA (which is 12.4%) for all year groups.			
To narrow the literacy and numeracy gap between disadvantaged pupils and non- disadvantaged pupils in school on entry					
Renaissance Learning package 'Accelerated Reader'. £2,500	EEF – Suggests that reading comprehension strategies can have a significant impact. +5 Months impact – Reading comprehension strategies.	To improve the reading age of disadvantaged pupils to in line with national by July 2019.			
Numeracy Nijas £1,000	EEF - suggests that promoting collaborative learning, has significant impact for moderate cost. +5 Months impact – Collaborative learning +8 Months impact – Feedback	Improvements in Mathematics through internal assessment during the academic year.			

Reviewing the previous year's expenditure

Leavers Year 11 achievement and whole school attendance tracker

	Disadvantaged Pupils (Leavers 2018)	Pupils not eligible for PP (2018 national average, using SISRA Data Collaborative)
Progress 8 score average	-0.08	0.14
Attainment 8 score average	41.42	49.7
% of pupils achieving the threshold in English grade 4+	74.2	82%
% of pupils achieving the threshold in English grades 5+	53.2	66%
% of pupils achieving the threshold in Maths grade 4+	48.4	76%
% of pupils achieving the threshold in Maths grade 5+	29.0	55%
% Achieving the E-BACC	0.0	18%
Whole School (Years 7 to 11)		
Whole School PP attendance	93.5%	94.8%
Persistent absence for PP	17.6%	12.8%

The Progress 8 for disadvantaged pupils fell slightly in 2018 to -0.08 from a +0.14 the previous academic year, which was understandable given the significant curriculum changes in this year's set of results. More GCSEs, especially in the humanities and sciences, moved from the traditional coursework approach to a more rigorous 9-1 specification. This seemed to impact the middle ability more. Low ability disadvantaged pupils continued to perform well, with a positive progress 8. For the first time, high ability pupils also achieved a positive progress 8 figure of +0.11. This demonstrates the impact of the work on high ability pupils we have been delivering over the last few years. Once again, more disadvantaged pupils achieved a standard pass in the basics (English and Maths). This has risen from 24% in 2014 to 47% in 2018, representing a 4 year-on-year improvement. There have been significant gains in the % of disadvantaged pupils achieving the standard pass in English, rising from 40% in 2014 to 74% in 2018. In Maths, there has been modest improvements, rising from 36% in 2014 to 48% in 2018. This remains a focus.

According to SISRA data collaborations, a number of our disadvantaged pupils, achieved better than their peers nationally, given their individual starting points, for example in Business Studies (+0.38), Dance (+0.36) and Media Studies (+0.38). For our higher ability disadvantaged pupils, they too achieved better than their peers nationally in Media Studies (+1.99), Child Development (+1.69), History (+0.09), Maths (+0.04).

Attendance to school continues to improve for our disadvantaged pupils, increasing from 91.9% in 2015 to 93.5% in 2018. The % of those who were persistently absent from school has also fallen from 22.2% in 2015 to 17.6% last academic year. This remains an area of improvement and focus. Pupil Premium exclusions had fallen from 59 in 2014-2015 to 16 in 2016-2017, but double 2017-2018. They were again, excluded more than their peers who are not disadvantaged. This remains a focus too.

Disadvantaged pupils are happy and safe at school. 98% of pupils at Park Hall are happy (1% up on last year), 98% of pupils have made friends/ have friends they can talk to (1% up on last year), 97% of pupils feel happy and safe at lunchtime (same as last year), and 94% of pupils are happy with their timetable.

We employed a number of additional interventions to support our disadvantaged pupils. With our accelerated reader programme, our disadvantaged pupils are broadly in line with national (100 being average: Year 7 – 99, Year 8 – 100, Year 9 – 100). In our Year 8 literacy form, our disadvantaged pupils made 8 months progress across 4 months. In our Year 9 literacy form, our disadvantaged pupils made 6 months of progress with their reading age across 4 months. Our progress team made home visits to 5

disadvantaged pupils, where two members of staff went to go through homework and revision expectations. The average progress 8 for these pupils was -0.12. Disadvantaged pupils, who had substantial progress conversation in Year 11, achieved a progress 8 increase of 0.89. 340 colours were achieved by disadvantaged pupils, and 43 achieved the Leadership Ladder. 30% of the pupils who went on the Year 10 rewards trip were Pupil Premium and 38% went on the Year 11 rewards trip.

With a significant investment from the AIM Higher programme, 93% of pupils who took part in the programme now plan to go to University, an increase in 30% from the start of the programme. 93% of pupils said they now know enough about university to make an informed decision as to whether or not to go to university, an increase of 53%. 79% of pupils understand the university application process, an increase of 52%. 100% of pupils know what qualifications/grades they need to go to university, an increase of 58%. 93% of pupils understand what university life is like, an increase of 40%. All of the students who answered 'strongly agree' or 'agree' attended an open day event at the University of Aston due to being involved in the Aim Higher programme. 79% of pupils believe that university is for 'people like me', an increase of 12%. 85% of pupils believe they could cope with the level of study at University, an increase of 59%.

Expenditure 2017-2018	
INCOME	363,400
SPEND	
Park Hall Internal Staffing	
Attendance and Vulnerable Learners Team	129,000
Progress Team	23,000
Literacy	31,000
Intervention and LSAs	34,000
Curriculum and Careers Support	8,000
Leadership and Management	8,000
Other	
1:1 Tutoring	6,000
Supportive technology	3,500
Individual pupil assessments	1,700
Alternative curriculum	66,000
Revision guides	1,700
Extra-Curricular and School Trips	2,581
Accelerated Reader and Literacy	42,000
Curriculum resources, awards and the more able	8,600