

## Pupil premium strategy statement (secondary)

1. Summary information					
School	The Dukeries Academy				
Academic Year	2017/18	Total PP budget	£226,270	Date of most recent PP Review	Sept 17
Total number of pupils	730	Number of pupils eligible for PP	289	Date for next internal review of this strategy	Jan 18

2. Current attainment		
	<i>Pupils eligible for PP (Dukeries)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A*-C/9-4 incl EM (2016- 2017) only	45.6%	TBC
% achieving expected progress in English / Maths (2016-17 only)	50.9%	TBC
Progress 8 score average	-0.43	TBC
Attainment 8 score average	34.52	TBC

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A</b>	Maths and English support/tuition availability outside the academy day
<b>B</b>	Literacy is a barrier to success
<b>C</b>	Levels of challenge need to be increased, in particular, for the most able boys
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D</b>	Low attendance is a barrier to making good progress

<b>E</b>	Access to wider opportunities and educational visits
----------	--

#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	All key stage 4 PP students have good or better teaching, and targeted, timely intervention, as appropriate. The focus is on PP HAPs (boys).	0 Progress 8 score for current Y11 and targeted 0 for current Y10
<b>B</b>	Key stage 3 students (with a priority on HAPs) show evidence of rapid progress as a result of good or better teaching	Accelerated progress at key stage 3 evidenced through GL assessment
<b>C</b>	Students attend school regularly, and as a result, their progress increases	Attendance is in line with the national
<b>D</b>	Students have high aspirations and goals that reach beyond their current circumstances and will enhance their future lives	All students have experienced a visit that broadens their outlook

#### 5. Planned expenditure

<b>Academic year</b>	<b>2017 - 2018</b>
----------------------	--------------------

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.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All key stage 4 PP students have good or better teaching, and targeted, timely	Whole academy priority through improvement planning and CPD.	Under-performance of PP HAPs, in particular PP HAP boys in summer of 2017.. This continues to be a	Through appraisal targets. Whole staff CPD	CL/MHa	On-going through the observation cycle and at each assessment point. During pupil progress meetings half termly.

<p>intervention, as appropriate. The focus is on PP HAPs (boys).</p>	<p>Priority as a JPD CPD and incorporated in to appraisal targets. Maths and English targeted intervention. Boys intervention package implemented.</p>	<p>trend for the current Y11 cohort. Identified as an area by OfSted Oct 2016.</p>	<p>Focus for observations and work scrutiny</p>		<p>Through Governors' PP progress meetings.</p>
<p>Key stage 3 PP students show evidence of rapid progress as a result of good or better teaching</p>	<p>Introduction of GCSE questions and mark schemes, through LWOL, at key stage 3. Revision guides/materials available for KS3 students. Catch up and introduction of new intervention packages in maths. 'Bespoke' and 'Breakthrough' groups introduced across key stage 3 for those 'not secondary ready'.</p>	<p>Progress of students at key stage 3 impacts on outcomes at key stage 4 Teacher assessment and challenge at key stage 3 requires the same rigour as key stage 4. Literacy is a barrier to achievement across the key stages</p>	<p>Use of GL assessment to monitor progress Lesson observations Work scrutiny</p>	<p>CL/MH</p>	<p>At each assessment point (half termly) At half termly work scrutiny At the end of the academic year when the second GL assessment takes place Following the summer term exams Following lesson observations</p>

	Academy wide literacy strategy is in place and being embedded.				
<b>Total budgeted cost</b>					<b>£52,042.50</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
------------------------	---------------------------------	--	--	-------------------	---

Students attend school regularly, and as a result, their progress increases	Intervention and support by the attendance officer on a personalised basis  Rewards for good attendance i.e. trip to Alton Towers  Unauthorised holidays are fined by the authority  £50 uniform voucher for all students	Attendance for PP students is below non-PP across the year groups by 2-3%	Regular monitoring of attendance  Feedback from attendance officer and Progress Leaders	RR/ MH	Half termly attendance points
---	---	---	---	--------	-------------------------------

	Regular meetings with Governors and Progress Leaders				
<b>Total budgeted cost</b>					<b>£135762.00</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Students have high aspirations and goals that reach beyond their current circumstances and will enhance their future lives	Access to independent careers advice and guidance Liaison with Nottingham and Lincoln universities so that parents and students are fully aware of opportunities Mentoring through university Member of staff responsible for SMSC	Student voice shows low aspirations Area of high deprivation where unemployment and those who have attended higher and further education are below the national Numbers of students who are 'first generation	Retention from Y11 to sixth form figures rise from 36% to 46% Monitoring of tutor time Student voice % of students aspiring to go to university increases	CL/MHa	Termly through PL meetings

	<p>Counselling available CCF and D of E funded Educational visits and trips fully funded i.e. theatre Y10/11 support with applications for sixth form Monitoring progress to targets is timely and intervention is put in place, as needed Tutor time will have dedicated aspirational sessions</p>	<p>university students' are high</p>			
<b>Total budgeted cost</b>					<b>£38465.50</b>

6. Review of expenditure				
<b>Previous Academic Year</b>	2016-17			
<b>iv. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Exam strategy is embedded in to every lesson so that the gap in achievement between PP and non-PP begins to close</p>	<p>PP achievement was a whole academy priority in identifying and tackling under-performance. CPD targeted to intervention using the PiXL model Half termly pupil progress meetings with SLT Termly pupil progress meetings with Governors</p>	<table border="1"> <thead> <tr> <th>Measure</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>PP English and mathematics combined</td> <td>21.5%</td> <td>42.9%</td> <td>36.8%</td> </tr> <tr> <td>Non-PP English and mathematics combined</td> <td>51.3%</td> <td>59.1%</td> <td>62.2%</td> </tr> <tr> <td>PP 5 A*-C grades</td> <td>40%</td> <td>61%</td> <td>45.6%</td> </tr> <tr> <td>Non-PP 5 A*-C grades</td> <td>66.4%</td> <td>76%</td> <td>75.6%</td> </tr> <tr> <td>PP Ebacc</td> <td>6.2%</td> <td>13%</td> <td>5.9%</td> </tr> <tr> <td>Non-PP Ebacc</td> <td>23%</td> <td>23%</td> <td>28.4%</td> </tr> <tr> <td>PP A8</td> <td>36.89</td> <td>35.63</td> <td>37.44</td> </tr> <tr> <td>Non-PP A8</td> <td>47.48</td> <td>42.20</td> <td>49.32</td> </tr> <tr> <td>PP Progress 8</td> <td>-0.57</td> <td>0.16</td> <td>-0.37</td> </tr> <tr> <td>Non-PP Progress 8</td> <td>-0.15</td> <td>0.18</td> <td>0.03</td> </tr> <tr> <td>PP 1 A*/A grade</td> <td>27.7%</td> <td>85.7%</td> <td>79.4%</td> </tr> <tr> <td>Non-PP 1 A*/A grade</td> <td>46%</td> <td>92.7%</td> <td>90.5%</td> </tr> <tr> <td>PP 3 A*/A grade</td> <td>6.2%</td> <td>16.1%</td> <td>7.4%</td> </tr> <tr> <td>Non-PP 3 A*/A grade</td> <td>16.8%</td> <td>21.8%</td> <td>18.9%</td> </tr> </tbody> </table>	Measure	2014-15	2015-16	2016-17	PP English and mathematics combined	21.5%	42.9%	36.8%	Non-PP English and mathematics combined	51.3%	59.1%	62.2%	PP 5 A*-C grades	40%	61%	45.6%	Non-PP 5 A*-C grades	66.4%	76%	75.6%	PP Ebacc	6.2%	13%	5.9%	Non-PP Ebacc	23%	23%	28.4%	PP A8	36.89	35.63	37.44	Non-PP A8	47.48	42.20	49.32	PP Progress 8	-0.57	0.16	-0.37	Non-PP Progress 8	-0.15	0.18	0.03	PP 1 A*/A grade	27.7%	85.7%	79.4%	Non-PP 1 A*/A grade	46%	92.7%	90.5%	PP 3 A*/A grade	6.2%	16.1%	7.4%	Non-PP 3 A*/A grade	16.8%	21.8%	18.9%	<p>Intervention makes a clear difference to PP students. The lesson learnt is that quality first teaching needs to ensure the intervention is not so intense. Consistency of exam strategy delivered in lessons needs to be embedded.</p>	<p><b>£55,166.00</b></p>
Measure	2014-15	2015-16	2016-17																																																													
PP English and mathematics combined	21.5%	42.9%	36.8%																																																													
Non-PP English and mathematics combined	51.3%	59.1%	62.2%																																																													
PP 5 A*-C grades	40%	61%	45.6%																																																													
Non-PP 5 A*-C grades	66.4%	76%	75.6%																																																													
PP Ebacc	6.2%	13%	5.9%																																																													
Non-PP Ebacc	23%	23%	28.4%																																																													
PP A8	36.89	35.63	37.44																																																													
Non-PP A8	47.48	42.20	49.32																																																													
PP Progress 8	-0.57	0.16	-0.37																																																													
Non-PP Progress 8	-0.15	0.18	0.03																																																													
PP 1 A*/A grade	27.7%	85.7%	79.4%																																																													
Non-PP 1 A*/A grade	46%	92.7%	90.5%																																																													
PP 3 A*/A grade	6.2%	16.1%	7.4%																																																													
Non-PP 3 A*/A grade	16.8%	21.8%	18.9%																																																													

		The % of lessons judged to be good or better has increased. Ofsted judged the quality of teaching, learning and assessment as good.		
<b>v. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Use of intervention assistants in English, maths and attendance impact on outcomes and rates of attendance	Intervention assistants used in maths and English to work with KS4 under achievers Attendance officer had a core group of students to target and work with Use of rewards as incentives for improved behaviour and attendance at intervention classes. Support from the school counsellor, as appropriate.	PP attendance was 93% Y11 PP attendance was 96% Please see data as above Ofsted judged outcomes as 'good' PP students who worked with the maths and English intervention assistants made good progress	Have a greater emphasis on KS3 now the results are improving at KS4 Increase accountability of attendance with PLs and attendance officer PP attendance for younger years needs to be more rigorous, in line with KS4.	£142,377.00
<b>vi. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



		pupils not eligible for PP, if appropriate.		
PP spend is more closely monitored and linked to outcomes so that there is greater equality between PP and non-PP students	Bids made by departments for PP money Whole academy tracking system refined Termly Governor's meetings Opportunities for trips and visits to broaden students experiences Resources selected by departments were achievement driven and supported their progress.	As table in outcomes – funding had greater impact on student achievement and attendance (particularly in Y11) Evidenced in OfSted inspection as a good use of PP money	Refine the process further and provide support in a more timely manner, having learnt from the previous year.	<b>£39,542.00</b>

## 7. Additional detail

### PP Spend and interventions 2017-2018

- All students
- Annual £50 uniform contribution
- CCF uniform
- Technology resources i.e. food ingredients and other materials required
- Non-residential Educational visits
- Access to appropriate counselling, as needed i.e. 'draw and talk'
- 1:1 independent careers advice
- Identified on all staff seating plans

Priority access to maths/English intervention assistants, as required

Breakfast club

Rewards for attendance at booster sessions, revision clubs etc

Support from the attendance officer, as required

- KS4 students

GCSE revision guides and resources for all subjects

Prioritised on the pupil tracker to identify any under-achievement and high priority intervention

Included in the 'Team Challenge' reward scheme

Food Technology students receive dishware to ensure grades are not affected by resources

Attendance at the 'Science Live' event to prepare students for A level

English Literature texts for each students

- KS3 Students

Bespoke or breakthrough intervention as needed

Geography trip to the Holderness Coast

Maths trip to Southwell racecourse

Easy to access dictionaries and thesaurus' for those below age-related expectation