



THE DUKERIES
ACADEMY

Pupil Summary Strategy

October 2019

ASPIRE **ACHIEVE** **CONTRIBUTE**



Summary information					
Academy	The Dukeries Academy				
SLT Lead	Emily Rosaman				
Link Governor	Meg Staples				
Date of most recent PP Review:	N/A				
Date of next PP Review:					
Academic Year	2019-2020	Total PP budget	£ PP £ EYFS £ LAC £ Forces	Total number of pupils on roll:	660
				Total PP:	268
				Ever 6 PP:	214
				EYFS PP:	N/A

				LAC PP:	5
				Refugee:	0
				Forces:	2

Contextual/Additional information:

- The Dukeries mission statement is 'Aspire, Achieve, Contribute' and our expectations are clear to all students through our 'Ready, Respectful, Safe' slogan. The academy prides itself on a culture of 'bringing out the best in every child' and is in a provisional 13th place out of 77 Nottinghamshire schools based on national performance measures.
- The Dukeries Academy is an 11-18 Academy of 743 (June 2019) benefiting from the input of our academy sponsor (Academy Transformation Trust). It is a category 5 academy and receives additional funding and support for recruitment and retention from DFE.
- The Dukeries Academy was a community college run by the local authority until January 2013. The college had a history of under-performance and lack of achievement. The academy battles a history of low aspiration and, in some cases, a cycle of unemployment. The academy was judged to be 'good' by Ofsted in October 2016. The academy has had a four-year trend of having a positive progress 8 score.
- The proportion of students supported by school action plus or through an Educational Healthcare Plan is in line with the national average.
- The proportion of disadvantaged students eligible for pupil premium is above average (42%).
- The majority of students attending the academy are White British and speak English as their first language. They come from traditionally white working class backgrounds with low aspirations and limited cultural experiences. Transport networks are limited and local employment tends to be low paid, low skill work.
- In 2018-2019, there were unusually high numbers of ARNA and Success Centre (on-site alternative provision) students in Year 11.

Social context:

- New Ollerton is an ex-mining community and funding was made available to the school by the European Social Fund until 2017. The Dukeries Academy falls at 0.23 on the IDACI score.
- There is a strong local community presence which stems from the ex-mining industry.
- The vast majority of students in the sixth form are 'first generation' higher education students and live in POLAR 1 postcodes. 57% of the cohort from years 9-13 are considered 'DANCOP' eligible students.

When we refer to 'Pupil Premium (PP) students' we mean students who are entitled to free school meals, are looked after children, or children who have parents serving in the Armed Forces. To ensure that money is allocated appropriately, we have a senior leader who is responsible for overseeing how PP money is spent. There is also a named Governor who works with the senior leader to ensure that funding is suitably spent. Pupil Premium money is ring-fenced to ensure it is spent on the target group. Further details are available below.

Teachers are asked to bid for PP money and they are aware, through their class register and intervention programme, which students are classed as 'PP students'. Although the academy uses a range of intervention strategies, our core focus is on ensuring all students received 'quality first teaching' and our priority of differentiation is targeted to refine this further.

Historic Performance Indicators

	National all 2017	National all 2018	Academy 2017	Academy 2018	National PP 2017	National PP 2018	Academy PP 2017	Academy PP 2018
Progress 8	-0.03	-0.02	0.03	0.17		-0.44	-0.34	-0.27
E - Baccalaureate	38.2	38.4	26.5	34.6	25.4	26.4	18.2	22.2
Basics Grade 4 (English and Maths at Grade 4+)	63.9	64.2	56.1	60.0	44.3	44.5	49.1	37.8
Basics Grade 5 (English and Maths at Grade 5+)	42.7	43.3	28.8	37.7	24.5	24.9	20.0	20.0
Basics Grade 4 HAPs (Higher Ability Pupils)	n/a	93.0	92.3	93.6	n/a	n/a	88.2	80.0
Basics Grade 4 MAPs (Middle Ability Pupils)	n/a	56.0	49.3	44.0	n/a	n/a	37.0	25.8
Basics Grade 4 LAPs (Lower Ability Pupils)	n/a	10.0	9.5	12.5	n/a	n/a	18.2	25.0
Basics Grade 5 HAPs	n/a	78	69.2	80.9	n/a	81	58.8	60.0
Basics Grade 5 MAPs	n/a	25	15.5	14.7	n/a	28	3.7	9.7

Basics Grade 5 LAPs	n/a	2	0	0	n/a	3	0	0
Attainment 8	46.29	46.53	43.88	48.91	37.0	36.7	39.23	40.31

Current Performance Indicators

2019 Yr11 Cohort (Yr10 AP3 Predicted)	National all		Academy 2019	National PP	Academy PP	Variation
Attendance Progress 8	94.60	94.1	0.07	<i>Data not yet available</i>	-0.22	<i>Data not yet available</i>

E - Baccalaureate	<i>Data not yet available</i>		26.8	<i>Data not yet available</i>	19.6	<i>Data not yet available</i>
Basics Grade 4 (English and Maths at Grade 4+)	<i>Data not yet available</i>		60.4	<i>Data not yet available</i>	41.3	<i>Data not yet available</i>
Basics Grade 5 (English and Maths at Grade 5+)	<i>Data not yet available</i>		27.5	<i>Data not yet available</i>	19.6	<i>Data not yet available</i>
Basics Grade 4 HAPs (Higher Ability Pupils)	<i>Data not yet available</i>		91.7	<i>Data not yet available</i>	77.8	<i>Data not yet available</i>
Basics Grade 4 MAPs (Middle Ability Pupils)	<i>Data not yet available</i>		55.4	<i>Data not yet available</i>	42.3	<i>Data not yet available</i>
Basics Grade 4 LAPs (Lower Ability Pupils)	<i>Data not yet available</i>		16.0	<i>Data not yet available</i>	10.0	<i>Data not yet available</i>
Basics Grade 5 HAPs	<i>Data not yet available</i>		66.7	<i>Data not yet available</i>	66.7	<i>Data not yet available</i>
Basics Grade 5 MAPs	<i>Data not yet available</i>		12.2	<i>Data not yet available</i>	11.5	<i>Data not yet available</i>
Basics Grade 5 LAPs	<i>Data not yet available</i>		0	<i>Data not yet available</i>	0	<i>Data not yet available</i>
Attainment 8	<i>Data not yet available</i>		43.46	<i>Data not yet available</i>	36.57	<i>Data not yet available</i>
Average Grade	<i>Data not yet available</i>		4.35	<i>Data not yet available</i>	3.66	<i>Data not yet available</i>
Attendance	<i>Data not yet available</i>		<i>Data not yet available</i>	<i>Data not yet available</i>	<i>Data not yet available</i>	<i>Data not yet available</i>

2018-2019 Review

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	660
Total number of pupils eligible	268
Amount PPG received per pupil	£935
£	£223,767
Total amount of PPG spent	£248,127

Review of expenditure				
Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	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>All key stage 4 PP students have good or better teaching, and targeted, timely intervention, as appropriate. The focus is on PP HAPs (boys).</p>	<p>Whole academy priority through improvement planning and CPD.</p> <p>Priority as a JPD CPD and incorporated into appraisal targets.</p> <p>Maths and English targeted intervention.</p> <p>Boys' intervention package implemented. All students given the opportunity to achieve the IFS exam.</p>	<p>An increase of 0.07 in progress from -0.34 to -0.27 (provisional data) from 2018 to 2019.</p> <p>Boys progress overall was at -0.09 for the year 2018-2019. HAPS progress overall was 0.11.</p> <p>HAP PP Boys data stands at -0.6 in 2019, in comparison to 2018 where it stood at -0.7 and in 2017 it was -1.7.</p> <p>With our 2019 results, if we include only HAP PP Boys that attended school more than 95% of the time, then the P8 score stands at -0.16.</p> <p>HAP PP Boys that attended school 90% or more achieved a P8 score of -0.36.</p>	<p>Greater interrogation of PP setting to ensure a more even distribution of these students amongst the most experienced staff.</p> <p>Trial of PP heavy class in English.</p> <p>Low attendance impacted significantly on pupil progress and as a result, a newly appointed attendance officer starts in September 2019.</p> <p>The correlation between outstanding teaching that challenges PP students and progress, has resulted in the appointment of a disadvantaged LP.</p> <p>The success of the coaching model means that the team has been expanded and, in addition to this, two new Maths intervention assistants have also been employed.</p> <p>The extensive intervention programme has proven to, yet again, be extremely successful</p>	<p>Quality First Teaching: £25000</p> <p>Departmental Resources: £7792.50</p> <p>£2300</p>

	Calendered work scrutinies of priority groups.	<p>All PP students achieved at least 6 qualifications.</p> <p>Over 80% of teachers now teach typically good or better lessons and approximately 25% deliver outstanding lessons.</p> <p>PP LAP Boys in Maths progress achieved significantly higher than their peers at 1.0.</p>	and is something that we will be continuing with in the coming year.	
Key stage 3 PP students show evidence of rapid progress as a result of good or better teaching	<p>Introduction of GCSE questions and mark schemes, through LWOL, at key stage 3.</p> <p>Revision guides/materials available for KS3 students.</p> <p>Catch up and introduction of new intervention packages in maths.</p> <p>'Bespoke' and 'Breakthrough' groups introduced across key stage 3 for those 'not secondary ready'. Academy wide literacy strategy is in place and being embedded.</p>	<p>Current predicted progress stands at 0.294 for PP students in Year 9 indicating that the introduction of GCSE questions and mark schemes has had a significant impact on attainment for this year group. More GCSE specific lessons, utilising mark schemes means that the majority of lessons have been judged good or better and good progress is being made.</p> <p>This also includes the introduction and monitoring of consolidating homeworks which have enabled students to develop and hone their skills outside of the classroom.</p> <p>Teaching as comments above. The introduction of drop-ins has ensured that teaching is now consistently good and better in 80% of cases, and the T&L lead ensures close monitoring of those not meeting this standard.</p>	<p>The success of KS4 Raising achievement meetings has been emulated at KS3, and has been well received by students. This has ensured more rapid progress at KS3.</p> <p>The introduction of tutor time reading has significantly increased the amount of engagement that students have with books. This has been furthered with the introduction of the 'Brilliant Book Awards', the 'Carnegie Awards' and 'The Scholastics Trail' - all of which will be continued and embedded over the coming year.</p> <p>Subject specific spelling bees and weekly spelling tests will continue to embed more academic vocabulary.</p> <p>The reading age tests have highlighted the need for more reading strategies in Year 9, so we are now introducing specific reading lessons in Year 9, and there is a greater focus on reading across the curriculum, which will be delivered in our September INSET days.</p>	<p>£13500</p> <p>£500</p> <p>£950</p> <p>£150</p> <p>£1850</p>

	Nottingham Forest Boys Reading Club. Purchase analogue clocks for students that don't have them at home.			
ii. Targeted Support				
	Chosen action/approach	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
Students attend school regularly, and as a result, their progress increases	<p>Increase in FPNs</p> <p>Introduction of escalated intervention programme.</p> <p>Staff collection of students during the exam period.</p> <p>Tutors and support staff have an attendance caseload.</p> <p>Introduction of the 'red-box' to ensure that girls on their period can still come to school.</p> <p>A range of uniform provided for students who are missing this.</p> <p>Phone calls home</p>	Attendance of PP students improved from 92.05% in 2017-2018 to 92.32% in 2018-2019. There was particular success with Year 8 students who improved from 93.89% to 95.51% and Year 11 who improved from 87.9% to 90.42%.	<p>The increasing rigour of which we issue FPN where appropriate has improved the attendance of students and is something that we will continue over the coming year.</p> <p>Attendance still being lower than non-PP peers has resulted in the acquisition of an attendance officer who will be dedicated solely to improving attendance with a focus on PP students.</p> <p>The outcome of RAMs ensured that students were provided with strategies to enable them to catch up, and we will continue to embed and extend this over the next academic year.</p> <p>To continue the use of SMHW and other IT strategies that enable to catch up from home.</p>	<p>Staff costs: £97,653</p> <p>Cost of petrol for home visits: £856</p> <p>Tutor time resources: £8764</p> <p>Uniform costs: £3672</p>
iii. Other approaches				

Desired outcome	Chosen action/approach	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
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<p>Students have high aspirations and goals that reach beyond their current circumstances and will enhance their future lives.</p> <p>Destinations' Data</p>	<p>Access to independent careers advice and guidance</p> <p>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 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</p> <p>Monitoring progress to targets is timely and intervention is put in place, as needed</p> <p>Tutor time will have dedicated aspirational sessions.</p>	<p>43% of students in Year 11 will continue their study at The Dukeries Academy, of this 30% are PP.</p> <p>We have had no NEETS for the last three years Post-16.</p> <p>The vast majority of these will go on to university (78%) and a large proportion of these will be first generation. 25% of these will be going to a Russell Group University.</p> <p>Reduced exclusions of PP students - 5% for all students in comparison to the National figure of 10%. 10% of our exclusions are PP students compared to 20% of the National (data to be confirmed).</p> <p>Students have achieved their Graduate PiXL Edge demonstrating increased ambition.</p>	<p>The introduction of a disadvantaged LP has been employed with a focus on aspirational projects.</p> <p>The focus on ensuring that students are on the right courses at the start of Year 12 is paramount to their success.</p> <p>A dedicated Oxbridge pathway ensured another candidate was accepted into Cambridge university and this will continue over the next academic year.</p> <p>Continued use of Ambition Nottingham Project from Year 7 to promote growing ambition.</p> <p>Continued use of an extensive DANCOP programme.</p> <p>Continued 1-1 Careers Advice for PP students.</p> <p>Continue the tutor time careers programme.</p>	<p>Staff costs: £7878</p> <p>University visits: £1900</p> <p>Cost of TLR SMSC staff member £4323</p> <p>Cost of funding visits: £4756</p> <p>Counsellors: £24000</p> <p>Attendance at PiXL edge: £1,525</p> <p>£18,900</p>
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Barriers to future attainment and progress (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	<p>Poor long-term memory retention.</p> <p>Current predicted grades show that PP students perform lower than their non-PP peers, suggesting the need to work on students' long-term memory retention, from Year 7 onwards.</p> <table border="0"> <tr> <td>Progress 8</td> <td>0.07 Non-pp</td> <td>-0.22 PP</td> </tr> <tr> <td>E - Baccalaureate</td> <td>26.8 Non-PP</td> <td>19.6 PP</td> </tr> <tr> <td>Basics Grade 4 (English and Maths at Grade 4+)</td> <td>60.4 Non-PP</td> <td>41.3 PP</td> </tr> <tr> <td>Basics Grade 5 (English and Maths at Grade 5+)</td> <td>27.5 Non-PP</td> <td>19.6 PP</td> </tr> </table>	Progress 8	0.07 Non-pp	-0.22 PP	E - Baccalaureate	26.8 Non-PP	19.6 PP	Basics Grade 4 (English and Maths at Grade 4+)	60.4 Non-PP	41.3 PP	Basics Grade 5 (English and Maths at Grade 5+)	27.5 Non-PP	19.6 PP
Progress 8	0.07 Non-pp	-0.22 PP											
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B.	<p>Low levels of literacy, lexical field and reading at home. PP students on entry have lower literacy levels than non-PP students on entry.</p>												
C.	<p>Low reading ages - PP students have lower reading ages than their non-PP peers</p>												
D.	<p>Output of PP students' work in books is inconsistent in comparison to their non-PP peers. Regular work scrutinies indicate that PP students are not performing as well in their books, and therefore assessments and exams as their non-PP peers. This results in lower attainment and attainment at the end of the school year.</p>												

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

F.	<p>Attendance is a barrier to success,</p> <p>The gap to national average attendance for PP students is</p>
G.	<p>Access to cultural engagement. Students in our catchment area, often live in areas of high deprivation, leaving them with little life experience outside of their immediate area. This limits their aspirations and they often feel limited in their options.</p> <ul style="list-style-type: none"> New Ollerton is an ex-mining community with relatively high levels of deprivation in relation to income, education, skills and training and housing and services. This was recognised and funding was made available by the European Social Fund until 2017. The Dukeries Academy falls at 0.23 on the IDACI score.

2019-2020 Strategy

Planned expenditure					
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 Education for all					
Desired outcome (A-H	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>A) The proportion of Outstanding teaching is increased by ensuring that all staff systematically check student's understanding over time with a focus on how concepts link together with a focus on Maths, Science and Geography</p>	<p>Deliver PP training, ensuring that all staff are aware of the PP students in their classroom and quality-first teaching strategies</p> <p>Cost: £26,000</p> <p>Plan and deliver the 'Thinking Hard' training on the relevant Inset Day – <i>this has also had a follow-up session where this has been recapped to ensure that it is being embedded.</i></p> <p>Cost of resource: £350</p> <p>All coaches are assigned a work load, which encompasses either a formal coaching</p>	<p>Students are currently gaining lower P8 scores in Maths, Science and Geography than other subjects.</p> <p>Internal evidence shows that the staff that deliver Outstanding lessons are also responsible for Outstanding results (see T&L analysis)</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't</p>	<p>% of Good and Outstanding teaching continues to improve.</p> <p>All staff are introduced to simple, effective strategies designed to challenge students and provide them with increased variety. Staff are clear on the direction of Teaching and Learning.</p> <p>All staff, including whole departments, and regardless of stage or performance, have access to coaching support. This is delivered continually and evaluated in fortnightly LMM meetings led by DMG.</p>	<p>ER/MB/CL</p>	<p>Ongoing review as part of academy QA process.</p> <p>Ongoing review as part of academy QA process.</p> <p>Ongoing support - then 6 weekly</p>

<p>B) Continue to use the areas of best practice in the CPD program to improve the quality of reading and writing activities in the classroom across the academy.</p>	<p>programme for a department or ad-hoc support for individual staff – staff have been allocated but the training and coaching programme is still in its infancy.</p> <p>Cost of coaches: £5,400</p> <p>Lesson drop-ins have a particular focus on Maths, Science and Geography – SLT have been issued departments strategically to look at. Improvements are being seen in areas. Geography still remains an issue. Marking in Science has been identified as an issue.</p> <p>Employment of a Maths LP to address underperformance in KS4 Maths</p> <p>Cost: £26,000</p> <p>New HOD employed in Geography to address underperformance in Geography. – impact of</p>	<p>create an artificial separation from whole class teaching.” [1] [1] EEF PP Guidance 2019</p> <p>Regular scrutinies ensure that gaps in performance can be addressed.</p> <p>Outstanding teaching will ensure stronger results across the department. Training will be specific and targeted.</p> <p>Internal evidence shows that the staff that deliver Outstanding lessons are also responsible for Outstanding results (see T&L analysis)</p> <p>Regular feedback allows gaps to be closed more rapidly and more efficiently.</p> <p>SLT have a clear idea of strengths and areas for development across the</p>	<p>Weekly drop in feedback shared with staff. Work scrutinies show improvement in performance.</p> <p>Data shows improvements in summative and formative assessments and exam data improves.</p> <p>Staff become increasingly confident in the ‘Thinking Hard’ strategies, and they have time to share best practice. Impact is evident during the Autumn FAR. ITT/NQTs grow increasingly confident and begin to flourish in their first term. They present as further ahead in their training.</p> <p>The proportion of Outstanding teaching taking place in the</p>	<p>Weekly drop-ins</p> <p>Weekly</p> <p>Half-termly</p> <p>Ongoing review as part of academy QA process.</p>
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	<p><i>this is yet to be seen. Previous issues in Geography look set to continue at present.</i></p> <p>Plan and deliver the 'Thinking Hard' twilight PD sessions to teaching staff</p> <p>Plan and deliver the breakfast ITT/NQT sessions as per the PD overview</p> <p>Cost of resources: £750</p> <p>Create and implement an 'Outstanding Plus' programme for talented teaching staff with three sessions to be delivered in the Autumn term - <i>these session have been delivered and staff evaluations have been collated and are very positive. Turnout for</i></p>	<p>school in terms of teaching and learning.</p> <p>Staff need a shared vision in order to drive forward the progress of disadvantaged pupils across the school.</p> <p>As today's report demonstrates, too many talented young people from less well-off backgrounds gradually fall behind during their school career, as the barriers they face take a toll. It is therefore essential that we address this wasted talent. (Sutton Trust Potential for Success document)</p>	<p>academy increases, and is evidenced through internal QA and the Autumn FAR.</p> <p>All teaching staff, regardless of stage and current performance, feel empowered to carry out lesson drop-ins once a week and at any time.</p> <p>Senior Leaders in particular are increasingly present in lessons around the academy, and are very well placed to hold middle leaders to account for day to day performance in subject areas.</p> <p>PP students perform better than in previous years and continue to perform above the national. Interventions are shown to have a positive impact.</p>		<p>Ongoing - weekly</p> <p>Ongoing</p> <p>Half-termly data drops</p> <p>Half-termly data drops</p>
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	<p><i>these sessions was very good.</i></p> <p>Cost £650</p> <p>Re-launch the weekly lesson drop-ins to ensure that teachers are dedicating directed time to self-development. - <i>work still needs to be done on the Quality of feedback. There also needs to be more focus on PP students within lessons and how they are being specifically targeted for improvement.</i></p> <p>Re-launch weekly lesson drop-ins with SLT and ensure that SLT are submitting weekly feedback on the quality of T&L for designated areas - <i>this is happening regularly. A plan now needs to be in place for what we are doing with this feedback.</i></p> <p>To ensure that the PP</p>		<p>HAP Progress improves - data analysis throughout the year suggests that HAP students are making better progress towards targets.</p>		
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	<p>Strategic Plan is shared with all staff and the effectiveness of intervention strategies are being monitored according the PP monitoring cycle - <i>more work needs to be done on monitoring the effectiveness of the PP strategies in classrooms, utilising the lesson drop ins to do this.</i></p> <p>To analyse the HAP data and to ensure a robust plan is in place to challenge underperformance for these students, including HPQ, MOOCS, - <i>a plan is in place for these students, but they are currently accessing different strategies such as 'Brilliant Club' and regular lunchtime clubs targeting those at the top end. These are proving very popular.</i></p> <p>Costs: £2,080</p>				
C) The literacy programme is embedded and	Ensure that CUPS marking and marking for literacy form an integral	Internal reading age tests indicate that PP students have, on the whole, lower reading ages than their non-PP peers.	CUPS marking and the importance of literacy is high profile across the school, with	MB/ER/TR	Termly reading age tests.

<p>impact is seen in all lessons in every subject area.</p>	<p>part of the monitoring cycle for marking and feedback - <i>CUPS is now well embedded. It might be worth doing a learning walk focusing specifically on how well this is being utilised.</i></p> <p>Cost: £1,700</p> <p>Ensure that y7 literacy and numeracy catch up programs are in place for all those that enter below the expected standard. Ensure robust tracking is in place for this key group- <i>ongoing but this is a real strength in both English and Maths.</i></p> <p>Cost: £2,500</p> <p>WOTW introduced. Key words used in lessons. Spellings in English to contain curriculum key words. <i>All of this has been introduced. Work now needs to be done on ensuring that this is embedded in all lessons, and the effectiveness of this monitored. This will</i></p>	<p>This impacts on their ability to score well in exams as well as accessing the more academic texts at GCSE and beyond (see reading age test data). Students with higher reading ages and those that score higher on the lexical field tests generally do better in exams.</p> <p>Extra teaching time for Maths and English for those students below a 100 scaled score access the Nurture and Catchup curriculum. These students access 25% more English time in an effort to catch-up and increase their attainment in these areas.</p> <p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” [2] [2] EEF KS3/4 Literacy Guidance</p> <p>Departments should be referencing keywords in lessons relevant to their subject to extend the literacy skills of students. Recommendation 2 - Provide targeted vocabulary instruction in every subject -</p>	<p>good quality examples of literacy marking seen across subjects. All staff are held to account where this is not the case.</p> <p>Those entering below the expected standard to effectively catch up with their peers</p> <p>Students are developing lexical field and lexical field tests demonstrate an improvement in their breadth of vocabulary.</p> <p>Assessment data shows improvements as key words are more well embedded into long term memory and vocabulary is improved.</p>		<p>Ongoing drop-ins as per QA cycle.</p> <p>Termly lexical field tests/</p> <p>Half-termly assessment data</p> <p>Termly reading age tests</p>
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	<p><i>be done in a PP work scrutiny which will take place in the last week of the Autumn term. Maybe a reward system put in place for students that are using this in lessons.</i></p> <p>Lunchtime Reading Club - scholastic reading challenge and Carnegie book challenge. - Carnegie list has now been released and books are being ordered for students to partake in this challenge. Students are achieving their bronze award. Publicise it more widely on social media to promote their success. Scholastic books - so popular that we are running out of books. TR to order more. Brilliant book award also starts next week for Year 7 students.</p> <p>Cost: £375</p> <p>Every student in KS3 to have a reading book - DEAR introduced. All</p>	<p>“Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.” [2] [2] EEF KS3/4 Literacy Guidance</p> <p>Reading club to extend students access to books and other readers in a social setting to foster a love of reading. Reading for pleasure has shown to have positive effects on outcomes as well as other important factors later in life, including: increased empathy, improved relationships with others, reductions in the symptoms of depression and dementia, and improved wellbeing.</p> <p>“There is strong evidence linking reading for pleasure and educational outcomes. We know that academic attainment is of vital importance, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life.” [5] [5] Reading Agency: Reading for pleasure</p> <p>Due to the schools high deprivation index, we know that access to books at home for many students is limited, that's why linking in with events celebrating literacy and reading can be</p>	<p>Students are engaging with reading and reading more for pleasure. Students vocabulary range and reading age improves as a result.</p> <p>Lesson drop ins will show that students are reading more and their reading age tests will improve as a result.</p> <p>Attendance at cultural engagement evenings, Attendance and parents evening, both increase. Uptake at 6th form is increased.</p>		<p>Ongoing lesson drop-ins</p> <p>Termly cultural engagement evenings.</p>
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	<p><i>students do have a reading book and DEAR will begin in January.</i></p> <p>Cost: £400</p> <p>Celebration of events including literacy and reading at our cultural engagement events.</p> <p><i>Event scheduled for the 18th December for the Christmas showcase.</i></p> <p>Costs: £575</p>	<p>powerful. “Children of all ages will come together to appreciate reading. Very loudly and very happily. The main aim of World Book Day in the UK and Ireland is to encourage children to explore the pleasures of books and reading by providing them with the opportunity to have a book of their own.” [4] [4] World book day</p>			
<p>D) Marking and feedback is consistent and it impacts on students’ progress</p>	<p>Create and implement a new monitoring cycle for marking and feedback to ensure that the new policy is consistently applied - <i>this is happening in some areas, but consistency of this isn’t happening across the board. We need to focus on this more at SLT, incorporating a work scrutiny into our Learning walks and SLT meetings on a Tuesday.</i></p> <p>Relaunch KS3 RAM with an emphasis on PP</p>	<p>Internal work scrutinies have indicated that there is often an inconsistency between PP students and their non-PP peers. This action aims to address that.</p> <p>Evidence from last year indicated that students who were the RAM focus made accelerated progress in the weeks following intervention.</p> <p>The introduction of a new lesson drop in will ensure that this is monitored more consistently than previous and gaps are addressed in a more timely.</p>	<p>Marking and feedback across subjects is consistent and the quality of feedback in most areas is outstanding. Evidenced through internal QA and the Autumn FAR.</p> <p>Interventions and support in place to enable key pp underachieving students opportunities to ‘catch up’</p> <p>Consistent application of marking and feedback policy that impacts on student progress.</p>	MB/ER	<p>Ongoing process as per the QA process.</p> <p>Weekly RAMS and then subsequent follow-ups</p> <p>Lesson drop ins as per QA cycle</p>

	<p>students</p> <p>Cost: £6,450</p> <p>To ensure that a monitoring cycle for the new marking and feedback policy is in place and there are opportunities for staff feedback.</p> <p>All PP students in Y10 and Y11 to be invited a revision skills evening / workshop - this has taken place and revision resources have been given.</p> <p>Cost: £900</p>	<p>Student surveys indicate that parents of students in KS4 may not always be able to support students in the best way that they can.</p> <p>The is a national attainment gap for PP vs Non-PP students. This gap is evident from EYFS and widens over time, to PP students being more than 1 year behind their Non-PP peers. In an effort to combat this, PP students will be provided with targeted revision resources in an effort to combat this.</p> <p>"...shows the gaps between disadvantaged pupils and all others, converted into an estimate of months, and how these grow from age 5 to 16: ... then more than doubles again, to 19.3 months, by the end of secondary school" [8] [8] EEF Annual report 2018</p>	<p>For parents to understand how to best support their children through exams.</p>		<p>Ongoing</p>
Total budgeted cost					£89,975
ii. Targeted support					
Desired outcome (A-H)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
F) Attendance is improved	<p>Attendance data used to identify students with historical poor attendance. Target students monitored daily and info shared with PLs and SLT. PP focus. - an</p>	<p>Evidence suggests that for every 5% of school students miss, it costs them a GCSE grade.</p> <p>Internal evidence from 2018-2019 indicates that those students with attendance under 90% achieve a</p>	<p>Improved targeting of poor attenders</p> <p>Improved PP attendance - year group targets to be discussed</p>	<p>JF</p>	<p>Ongoing</p>

	<p><i>attendance caseload for SLT has been set up and SLT are taking responsibility for a small number of students with poor attendance. The impact of this is yet to be seen.</i></p> <p>Costs: £76,000</p> <p>Home visits planned to identify barriers for all students in y 8-11 with historical low attendance. PP focus. - home visits are happening with the new attendance officer, but attendance is still below where it needs to be.</p> <p>Cost: £2,000</p> <p>Attendance officer makes house calls to students with historical low attendance when absent. PP focus. This is taking place with the attendance officer and all of SLT. The impact of this needs to be monitored.</p> <p>Cost: £21,000</p>	<p>significantly lower P8 score than students with attendance over 95%.</p> <p>Evidence suggests that for every 5% of school students miss, it costs them a GCSE grade. If we can get students in the building, we can help them to achieve.</p> <p>Students who are persistently absent achieve significantly lower than students with a good attendance record.</p> <p>Tutors are often the first face that students see in the mornings so are best placed to tackle those not attending.</p> <p>FPNs have shown to reduce the absences in students where these have been applied effectively.</p> <p>A culture of understanding the importance of attendance to school is</p>	<p>Improved PP attendance - year group targets to be discussed</p> <p>Improved PP attendance - year group targets to be discussed Improved PA target 10%</p> <p>Improve overall attendance to 95%+</p> <p>Improve overall attendance to 95%+</p> <p>I</p> <p>Improve overall attendance to 95%+</p> <p>Improve overall attendance to 95%+ Student surveys show that</p>		<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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	<p>Regular meetings between attendance officer and PLs to identify attendance actions. Set targets for each year group based on previous year. PP focus</p> <p>Cost:</p> <p>FPN training for new attendance officer.</p> <p>Cost: £1,700</p> <p>Embed attendance texts system with varied, encouraging messages.</p> <p>Cost: £2,500</p> <p>'In it to win it' attendance lottery launched</p> <p>Embed new style rewards assemblies recognising attendance 97% +</p> <p>Cost: £1,879</p> <p>Continue to work with WI and Tesco to promote the red box project</p>	<p>embedded across the academy amongst students. Students are aware of their current attendance and what the target for attendance is. Tutor interventions can be made at this stage</p> <p>Students are rewarded for excellent and improving attendance in an effort to provide a further incentive to regular attendance to school.</p>	<p>these rewards are making a difference to students wanting to attend school.</p> <p>Students accessing the free resources to end period issues for girls.</p>		
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Total budgeted cost £116,397

iii. Other approaches

Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>G) Opportunities for students to experience activities that expand their cultural awareness outside the classroom have been created.</p>	<p>Assemblies reflect inclusive environment by celebrating differences such as fair trade, diversity. <i>The assembly rota has been issued for the whole year and all areas are being covered. A recent judgement of Outstanding in PDBW at the FAR reflects how much we are doing in this area.</i></p> <p>Cost: £575</p> <p>Careers advisor available onsite - <i>all students are receiving specific and well-received careers advice. The recent PDBW judgement shows how well we are doing in this area. More work needs to</i></p>	<p>Internal evidence shows that PP students often lack the necessary 'cultural capital' and this can impact on ambition and access to higher education. It also limits their wider knowledge, which in turn can impact on exam success.</p> <p>A careers adviser working on site full time is able to give all students bespoke careers guidance. It is noted that many students have low aspirations, through the careers adviser we are able to show what options are available to them. "Careers education works best when it is personalised and targeted to</p>	<p>Assembly timetable</p> <p>All Year 10 and 11 students have had meetings with careers adviser. Appropriate destinations discussed and aspirations formulated.</p>	<p>TR</p> <p>JB</p>	<p>Ongoing</p> <p>Ongoing</p>

	<p>Lunchtime clubs:</p> <p>Cost:</p>	<p>Enrichment opportunities are available to all students, in an effort to broaden their opportunities at school, foster other interests and gain positive experiences at school outside the curriculum. Attendance at these clubs are tracked to enable analysis of groups, with specific thought to PP students and the opportunities on offer to them.</p>			<p>Ongoing</p>
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<p>H) To develop links with the community and positive partnerships further. To increase activity and promote a healthy lifestyle.</p>	<p>To work with Active Notts to install bike racks and launch Bikability initiative.</p> <p>Cost:</p> <p>To install climbing frames/ trim trail/ exercise machines</p> <p>Cost: £25,000</p> <p>Links between healthy lifestyle and mental health made clear through assemblies, tutor activities, national awareness days/weeks , pastoral notice boards - PDBW rated 1</p> <p>Cost: £9,000</p> <p>Continue to work with WI and Tesco to promote the red box project</p> <p>Cost:</p> <p>Attend sports committee meetings with representatives of the community - establish</p>	<p>Internal and external evidence has indicated a stark problem with inactivity within the community and surrounding area.</p> <p>Evidence for outdoor adventure learning is shown to boost progress. We will encourage students to engage in these outdoor activities.</p> <p>“Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.” [10] [10] EEF Outdoor adventure learning</p> <p>Students engaging with opportunities to develop their character become more well-rounded individuals</p> <p>“These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life</p>	<p>More students biking to school and keeping active</p> <p>More students being active during break and lunchtime</p> <p>Students aware of the link between healthy life styles and mental health – measure through student voice</p> <p>Students accessing the free resources to end period issues for girls.</p> <p>Strong links re-established with key sporting clubs in the community – more students attending these clubs.</p>	<p>CL/MH</p>	<p>Week 2</p> <p>Half term 1</p> <p>Half term 1</p> <p>Half term 1</p> <p>Ongoing</p> <p>Ongoing</p>
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	<p>links with Ollerton FC and Ollerton Rugby club</p> <p>Cost: £1,080</p> <p>Start a heart day - PSHE early adopter criteria</p> <p>Cost: £150</p> <p>Mental health day - non uniform and wear yellow with tutor time activities - this has happened and has been well-received by both staff and students alike.</p> <p>Cost: £800</p> <p>Continue to work with DANCOP to provide opportunities for our disadvantaged students</p> <p>Cost: £3,219</p> <p>All PP students in Y10 and Y11 to be invited a revision skills evening / workshop.</p>	<p>skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes." [14] [14] EEF Character</p> <p>"There is an established link between the home learning environment at all ages and children's performance at school. "Schools and parents have a shared priority to deliver the best outcomes for their children." [11] [11] EEF Parental Engagement</p>	<p>300+ students trained in CPR, 30 staff trained, training shared in tutor time for whole school.</p> <p>Students aware of mental health issues - student voice, active participation in the day by students.</p> <p>Trips for students, workshops and assemblies about pathways both post 16 and 18 - less students leaving year 11 NEET, no students leaving year 13 NEET.</p> <p>For parents to understand how to best support their children through exams.</p> <p>Students have access to an on-</p>		<p>Half term 1</p> <p>Half term 1</p> <p>Ongoing</p>
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	<p>Access to school counsellors</p> <p>Cost: £18,000</p>	<p>Students should have access to counselling services as the need arises. Internal data shows that there is a need to provide such a service to our students. It is also known that access to child mental health services through the NHS takes a long time, where we are able to offer this service same day in some instances.</p>	<p>site counsellor. Monitoring of students accessing school in a more effective way as a result of these counselling processes.</p>		
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Additional Information:

Please see:

The Disadvantaged Improvement Plan 2018-2019

Evaluation and Improvement Plan (EIP) 2019-2020

Disadvantaged Action Plan 2019-2020

Pupil Premium CPD for Staff

Teaching and Learning Analysis 2018-2019 / 2019-2020

[1] EEF PP Guidance 2019 - https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

[2] EEF KS3/4 Literacy Guidance -

https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf

[3] EEF Reading comprehension strategies - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>

[4] World Book Day - <https://www.worldbookday.com/about/>

[5] Reading Agency: Reading for pleasure - <https://readingagency.org.uk/news/blog/why-is-reading-for-pleasure-important.html>

[6] PiXL Club - <https://www.pixl.org.uk/about-us>

[7] EEF One-to-one tuition - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>

[8] EEF Annual report 2018 - https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf

[9] EEF Breakfast Clubs - <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/>

[10] EEF Outdoor adventure learning - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/>

[11] EEF Parental Engagement -

https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf

[12] EEF Improving behaviour in schools -

https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf

[13] EEF Metacognition and self-regulated learning -

https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_selfregulated_learning.pdf

[14] EEF Character - <https://educationendowmentfoundation.org.uk/school-themes/character/>

[15] EEF Careers education- <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/careers-education/>

[16] EEF Maths Guidance - https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf