

# Disadvantaged (Pupil Premium) Strategy Statement – Consett Academy

1. Summary information					
School	Consett Academy				
Academic Year	2019 - 2022	Total PP budget	£450,802	Date of most recent PP Review	Sept 2019
Total number of pupils	1348	Number of pupils eligible for PP	524	Date for next internal review of this strategy	July 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-0.59	0.11	
Attainment 8 score average			3.59	4.98	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Students' understanding of how to be a successful learner are not well developed				
B.	A small minority of pupils display low level behaviour when teacher expectations are too low				
C.	The performance of disadvantaged students (particularly middle ability boys) has been weak over time				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
D.	Parental engagement is a concern and leads to instances of poor attendance/behaviour, particularly for disadvantaged students				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>					
1.	Accelerate the progress of disadvantaged students and diminishing the differences between the progress of these pupils against other pupils nationally in English and Maths				
2.	Ensure that disadvantaged students attend more regularly and in line with their peers				
3.	Improve disadvantaged students' behaviour for learning in lessons				
4.	Ensure the curriculum/holistic support is widely available to disadvantaged students and their parents				

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5. Planned expenditure	
Academic year	£551,400.93

Quality of Education					
Desired outcome	Chosen actions	Success Criteria	Monitoring Resources	Who/When	Cost
A. Accelerate the progress of disadvantaged students and diminishing the differences between the progress of these pupils against other pupils nationally.	A1: Clear pedagogy in place for improving PP progress – embedding the use of Collaborative Learning where appropriate in lessons –COMFORT Strategy: Collaborative learning Metacognition Feedback Oracy Reading Time	The internal progress gaps between disadvantaged and other students are closing, at the same time as both groups improve more rapidly than others nationally.	Data analysis – SISRA QoT QA Work Scrutiny Academy Transformation Plan Local Governing Body meetings Stakeholder voice	A1: TOC/Heads of Subject via Triangulation Documents and other focused QA, ongoing	Strategic Lead for Disadvantaged = £33,180.18 Achievement Leaders = £153,587.10 HLTAs = £54,964.00 Classroom Support = £50,800.82 Learning Facilitator = £7,147.15
	A2: Embed focussed CPD sessions which focuses on 'sub-groups' to ensure staff are adequately planning to support disadvantaged students.	Planning and teaching is matched to the students' needs and consistently secures good outcomes for disadvantaged students. (QA learning walks/book scrutiny)	Triangulation documents Results/data analysis ATL data	A2: TOC/Heads of Subject via CPD Programme	
	A3: Teachers are held to account for underperformance of DA students and strategies to support underachieving disadvantaged students are embedded in all lessons.	Student work books will demonstrate a consistent approach to progress and differentiated work.	Learning walks RAG meeting evaluation	A3: Heads of Subject/ Learning Leaders , termly following each AW	
				A4: P Dodd, Jan 20	

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	<p>A4: Target disadvantaged students in Year 11 to attend all additional revision sessions including the residential trip ahead of the GCSE exams in Summer 2019.</p> <p>A5: All revision materials including revision and exam timetables to be given to all DA and SEND students in all years, in advance of a assessment window or GCSE exam period.</p> <p>A6: All the FSM and SEND students to be provided with a study pack which includes basic stationary equipment for learning including pen, pencil, ruler, highlighter, rubber, sharpener.</p> <p>A7: Embed feedback tools in all lessons to focus on underperforming DA students</p> <p>A8: CSWs to be deployed to focus on underachieving DA students only.</p> <p>A9: All parents of DA students to receive a</p>	<p>Support strategies are shared in whole staff PP CPD and greater impact is shown on progress/ attendance/behaviour.</p> <p>Teachers are familiar with the best pedagogical strategies for improving student progress and can demonstrate these in all lessons.</p> <p>Student voice demonstrates disadvantaged students appreciate the extra support they receive.</p> <p>Book scrutiny</p> <p>Student voice and CSW logs to evidence impact.</p> <p>Registers and parent views from parent consultation evening</p>		<p>A5: TOC &amp; Heads of Subject, by AW2</p> <p>A6: J Ward &amp; Achievement Leaders, by Feb '20</p> <p>A7: Heads by Oct '19</p> <p>A8:TOC by Oct '19</p> <p>A9: TOC/ALs by Oct '19</p>	
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	personal invite for all parents events including parents evenings and extra-curricular.				
<b>Personal Development and Well Being</b>					
Desired outcome	Chosen actions	Success Criteria	Monitoring Resources	Who/When	Cost
B. Ensure the curriculum/holistic support is more widely available to disadvantaged students and their parents	<p>B1: Develop and embed a clear strategy which targets the students who come into the Academy in Year 7 with below expected levels of literacy and numeracy</p> <p>B2: Continue to develop Risk Registers and introduce the Horsforth Quadrant in all year groups that highlight those disadvantaged students who need additional intervention to support their progress.</p> <p>B3: Ensure that barriers which can prevent disadvantaged students accessing extra-curricular activities are identified and removed to enhance their cultural capital.</p> <p>B4 Ensure all DA students have access to free basic</p>	<p>Levels of reading and numeracy of “developing” students increase throughout the year.</p> <p>All risk registers complete for all years. Horsforth quadrant used by KS4 ALs to identify key cohorts of students for intervention</p> <p>Increase in numbers of DA students attending extra-curricular events and trips out of school.</p> <p>All DA students have the equipment for learning every lesson every day.</p>	<p>Data analysis – SISRA</p> <p>QoT QA</p> <p>Work Scrutiny</p> <p>Academy Transformation Plan</p> <p>Local Governing Body meetings</p> <p>Stakeholder voice</p> <p>Triangulation documents</p> <p>Results/data analysis</p> <p>ATL data</p> <p>Learning walks</p> <p>RAG meeting evaluation</p>	<p>B1: LID/PAC/ANN by Dec ‘19</p> <p>B2: ALs by Nov ‘19</p> <p>B3: TOC by Sept ‘19</p> <p>B4: JAW by Oct ‘19</p>	<p>Year 7 Catch Up Premium = <b>£15,867.00</b></p> <p>Pupil Premium Curriculum Budget = <b>£20,000</b></p> <p>Student Support = <b>£44,131.69</b></p> <p>School Counsellor = <b>£11,857.05</b></p>

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	<p>equipment for learning to support their learning which includes free revision guides.</p> <p>B5: Ensure that CSW's and Academy Counsellor are deployed to support underachieving disadvantaged students.</p> <p>B6: Ensure DA students are discussed in regular YEAR 11 RAG meetings which includes SLT, HIODS and the pastoral team.</p> <p>B7: Target parents of DA students to ensure they attend all parent engagement events including parents evenings</p>	<p>CSWs and academy counsellor prioritise work with DA students.</p> <p>DA v Non DA gaps close towards national measures.</p> <p>Increase in parental engagement of DA students at all parent evenings and events</p>		<p>B5: TOC by Nov '19</p> <p>B6: KAJ, TOC Sept '19</p> <p>B7: TOC by Oct '19h</p>	
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### Behaviour and Attendance

Desired outcome	Chosen actions	Success Criteria	Monitoring Resources	Who/When	Cost
C. Continue to close the gaps for absence, persistent absence and behaviour between DA and non-DA students to national others	<p>C1: Use historic and current absence data to prioritise the DA students who need to be in school to secure progress which is at least good.</p> <p>C2: Increase the capacity of the Pastoral Team so that key DA students can</p>	<p>Disadvantaged absence continues to close the gap towards national others (4.2%, 18/19: 7.2%)</p> <p>Disadvantaged persistent absence continues to close the national others (11.1%, 18/19: 21.7%)</p>	<p>Weekly Attendance Tracker</p> <p>Weekly Behaviour &amp; Rewards Tracker</p> <p>Weekly FTE Tracker</p> <p>AP Tracker</p>	<p>C1: DWH/KAC/MIM by Sept '19 &amp; on-going</p> <p>C2: DWH/KAC/MIM/YMs by Sept '19 &amp; on-going</p>	<p>Year Managers = <b>£88,257.19</b></p> <p>Attendance Improvement Manager = <b>£11,347.10</b></p> <p>Class Charts = <b>£2,942.20</b></p>

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	<p>be targeted for home visits to follow-up absence more quickly.</p> <p>C3: Increase the capacity of the Pastoral Team so that key staff can focus more on the barriers to learning of underperforming disadvantaged. Use a laser-gun approach to identify what is the concern and what support can be given and brokered</p> <p>C4: Consider the use of the Level Best approach to mentor and support key DA students.</p> <p>C5: Continue to make the best use of alternative sanctions in to reduce the need for FTE for DA students.</p> <p>C6: Continue to develop the role of the Progress Tutor as a 'disadvantaged champion' and Tutor Time to target key disadvantaged students to:</p> <ul style="list-style-type: none"> <li>Develop strong relationships with key DA students so they</li> </ul>	<p>Detentions for disadvantaged students reduce compared to 2018-19 (18/19: 322 DA students received 6379 detentions compared to 446 non-DA students received 5546)</p> <p>Use of Bridge and off-site inclusion rooms for Disadvantaged students reduces compared to 2018-19 (307 referrals for 86 DA students compared to 194 referrals for 77 non-DA students)</p> <p>The proportion of Disadvantaged students with a Class Charts Ratio of 90% is higher than 2018-19 (65% compared to non-DA 68%)</p> <p>FTE rate for Disadvantaged students continues to close the gap to national others (7.3%, 18/19: 8%)</p> <p>FTE rate for Disadvantaged repeat offenders continues to remain better than national others (3.7%, 18/19: 2.9%)</p> <p>PEx for DA students remains at a maximum of 1 (when all other strategies have been exhausted)</p>	<p>Learning walks</p> <p>Student Voice</p> <p>LGB/ATB</p>	<p>C3: JAW/DWH/ KAC/YMs/ALs/HOS/ LL by Oct '19 &amp; on-going</p> <p>C4: JAW/RAS/YMs by Oct '19 &amp; on-going</p> <p>C5: JAW/DHW/ KAC/YMs/ALs by Sept '19 &amp; on-going</p> <p>C6: JAW/DHW/ KAC/ALs by Oct '19 &amp; on-going</p>	<p>CPOMS = £580.43</p> <p>Alternative Provision = £56,386.62</p>
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	<p>are more likely to engage with school life.</p> <ul style="list-style-type: none"> <li>• Hold return to school conversations. (following an absence)</li> <li>• Use the Level Best approach to mentor and support.</li> </ul>	AP placements for DA students remains below 17 of the total number of placements (22).			
					£551,400.93

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## Evaluative Review 2018/19

Through strategic planning and implementation of a robust Disadvantaged Strategy we have:

- Stemmed the decline in DA outcomes. A revised strategy is in place to close the gaps for year 11 students.
- Bucked the national trend of DA performance of boys.
- As a 'group', the attainment of DA students did increase from 2018 in Maths, Sport and performance and EBACC subjects, but not at the same rate as NON-DA students.
- A significant proportion of the DA grant was targeted at Pastoral Support and as a result attendance improved the persistent absence of DA students significantly reduced so they attend more regularly than their peers nationally.
- Improved the engagement, behaviour and attitudes of DA students so the fixed term and permanent exclusion rates, including repeat offender rates, are significantly better than their peers nationally.
- Some of the DA grant was used to support students to prevent permanent exclusion and to place them in a provision which they were more likely to engage positively with – 14 out of 19 students were DA.