

Pupil Premium Strategy Statement – North Durham Academy

1. Summary information					
School	North Durham Academy				
Academic Year	17/18	Total PP budget	£487,225	Date of most recent PP Review	Jan 2018
Total number of pupils	949	Number of pupils eligible for PP	515	Date for next internal review of this strategy	April 2018

2. Current Progress and impact of 2016-17 PPG										
Progress Measures	2014 / 15	2015 / 16	2016/ 17	Measure	2016			2017		
					Disadv	Non (National)	Diff	Disadv	Non (National)	Diff
Progress 8	-0.98	-0.4	-0.19	Progress 8	-0.58	0.2	-0.78	-0.48	0.11	-0.59
English Progress	-0.52	-0.3	-0.16	English	-0.47	0.22	-0.69	-0.53	0.11	-0.64
Maths Progress	-0.46	-0.48	-0.46	Maths	-0.51	0.24	-0.75	-0.64	0.11	-0.75
Ebacc Progress	-1.86	-0.95	-0.76	Ebacc	-1.32	0.27	-1.59	-1.06	0.13	-1.19
Open Progress	-0.75	+0.2	+0.54	Open	0.06	0.24	-0.18	0.25	0.09	0.16
				%Gaining Level5 Eng&Maths				19%	49%	-30%
				%Gaining Level4 Eng&Maths				35%	71%	-36%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
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 (particularlry middle ability boys) has been weak over time
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Parental engagement is a concern and leads to instances of poor attendance/behaviour, particularly for disadvantaged students.

4. Desired outcomes	
A.	Accelerate the progress of disadvantaged students and diminishing the differences between the progress of these pupils against other pupils nationally in English and Maths
B.	Ensure that disadvantaged students attend more regularly and in line with their peers
C.	Improve disadvantaged students' behaviour for learning in lessons
D.	Ensure the curriculum/holistic support is widely available to disadvantaged students and their parents

5. Planned Expenditure 2017/18					
1. Quality of teaching for all					
Desired outcome	Chosen actions	Success Criteria	Monitoring Resources	Who/When	Cost
<p>A. Accelerate the progress of disadvantaged students and diminishing the differences between the progress of these pupils against other pupils nationally in English and Maths</p>	<p>A1: Ensure that teaching and learning strategies are targeting improvements for disadvantaged learners with a particular emphasis on middle ability boys.</p> <p>A2:A planned series of CPD sessions covering effective feedback/objective led sessions/effective peer assessment</p> <p>A3:Develop medium term plans that will address differentiation and challenge for all disadvantaged sub groups.</p> <p>A4:Implement the 'Achievement for All' action plan to demonstrate the positive impact of intervention by rapidly increasing the progress of disadvantaged students</p> <p>A5:Introduce a focussed CPD programme to ensure staff are adequately planning to support disadvantaged students – this will include the effective use of CSW's.</p> <p>A6: A system of regular book scrutiny is built into school calendar and carried out by everyone.</p> <p>A7: Baseline testing for Year 7 students to be implemented in Sept 2018. Current reading data available for all year groups.</p> <p>A8 Teachers are held account for under performance and plan support strategies for underachieving disadvantaged students</p>	<p>1.The internal progress gaps between disadvantaged and other students is closing, at the same time as both groups improve more rapidly than others nationally</p> <p>2. LTC to deliver sessions and evidence in book scrutiny/learning walks/student voice</p> <p>3.The progress for disadvantaged middle ability/ boys improves significantly against other groups within the Academy and against the national benchmarks</p> <p>4 .Planning and teaching is matched to the students' needs and consistently secures good outcomes for disadvantaged students</p> <p>5.The effective deployment of curriculum support workers has an evidenced impact on the progress of disadvantaged students</p> <p>6 Student work books will demonstrate a consistent approach to progress and differentiated work.</p> <p>7 Measure starting point of Year 7 intake in Eng/Maths/Reading</p> <p>8 Support strategies are shared in whole staff PP CPD and greater impact is shown on progress/attendance/behaviour</p>	<p>Data analysis – SISRA</p> <p>Evaluation of Teaching and Learning Procedures</p> <p>Evaluation of Learning and Progress Procedures</p> <p>Academy development plan</p> <p>Academy Scrutiny Group</p> <p>Local Governing Body meetings</p> <p>Staff voice</p> <p>Book scrutiny</p> <p>Student voice</p> <p>Tirangulation document</p> <p>Results analysis</p>	<p>Termly data capture AD/HOD/LL to analyse data and report on ETAL/ELAP doc.</p> <p>Weekly LL/HOD/AD</p> <p>Jan 18 commence. AD student progress</p> <p>AD of student progress termly</p> <p>LTC weekly</p> <p>AD student progress Half termly CPD session showing impact and further strategies to improve progress</p> <p>Half termly and weekly ALs/LL/AD/HOD</p> <p>Termly reading age data available –English teachers</p> <p>AD Literacy/Numeracy Ad transition Sept 2018</p>	<p>Sisra = £1080</p> <p>FFT Dashboard = £486</p> <p>Achievement for All = £624</p> <p>CSW Support = £141,977</p> <p>Lead Teaching Coaches = £4320</p> <p>Strategic Lead for disadvantaged = £4000</p> <p>Strategic Lead for Literacy and Numeracy = £11,600</p>

	<p>A9: Clear pedagogy strategies for improving PP progress – COMFORT</p> <ul style="list-style-type: none"> • Collaborative learning • Metacognition • Feedback • Oracy • Reading • Time <p>A10: Individual interventions should be tracked for each student in a central place with the impact measured</p>	<p>9 Teachers are familiar with the best pedagogical strategies for improving student progress and can demonstrate these in all lessons.</p> <p>10 A shared responsibility and overview of provision/support to avoid under performance</p>	<p>Attendance record</p> <p>ATL data</p> <p>Learning walks</p> <p>PP Risk tracker</p>	<p>Data capture windows LL/AL AD student welfare LL/AL/AD student progress</p> <p>Ongoing weekly</p> <p>AL half termly</p>	
--	---	---	---	--	--

2 Improving Personal development, welfare, behaviour and attendance

Desired outcome	Chosen actions	Success Criteria	Monitoring Resources	Who/When	Cost
<p>B. Ensure that disadvantaged students attend more regularly and in line with their other peers nationally</p> <p>C. Improve disadvantaged students' behaviour for learning in lessons</p>	<p>B1: Introduce a new attendance policy that ensures the early identification and intervention of disadvantaged students who fall below the Academy target of 95%</p> <p>C1: Introduce a new behaviour policy that has an increased emphasis on rewards and better promotes positive learning behaviours</p> <p>C2: Closer and more frequent monitoring of disadvantaged students with regard to their behaviour and attitude to learning. Curriculum and pastoral leaders to identify trends both within and across curriculum areas.</p> <p>B2: Pastoral Leaders and the Attendance Manager will monitor parental engagement and early response to falling attendance of disadvantaged students</p> <p>C3: Focused work by the inclusion team to support disadvantaged students including restorative work and building resilience through in lesson support, one to one mentoring, and group work.</p>	<p>Increasing attendance and reduced persistent absence for disadvantaged students. Currently PP students are 2.28% lower than National other students.(Oct 2017)</p> <p>An increase in the amount of positive rewards issued to disadvantaged students</p> <p>A reduction in internal and fixed term exclusions for disadvantaged students. Currently more than double PP students have a FTE compared to non PP students. (Oct 2017)</p> <p>Risk factors that affect the progress of disadvantaged students are identified and barriers to learning removed. Risk trackers for all year groups will follow from Year 11 example.</p> <p>ATL will increase for individuals working on the inclusion programme.</p> <p>ALs to select and prioritise 'groups' within the PP cohort to leverage and impact upon. Resulting in improved student progress.</p>	<p>Data analysis – SISRA</p> <p>Evaluation of Teaching and Learning Procedures</p> <p>Evaluation of Learning and Progress Procedures</p> <p>Learning Walks</p> <p>Work Scrutiny</p> <p>Classchart reports</p> <p>FTE Analysis</p> <p>Attendance Analysis</p> <p>Internal Exclusion Log</p> <p>Destination data</p>	<p>Attendance officer daily contact with home, with priority over PP students.</p> <p>YM to monitor daily</p> <p>AL/AD student progress half termly impact report.</p> <p>AL/LL/HOD termly</p> <p>JOY termly</p> <p>AL/Attendance officer/AD student attendance and welfare</p> <p>AL/AD student progress/Lead SSP</p> <p>AL/classroom teacher half termly</p>	<p>Attendance Mger = £12,445</p> <p>Class Charts = £1620</p> <p>Achievement Leads = £17,587</p> <p>Behaviour Support = £16,702</p>

	<p>B3: Identify key percentages in respect of attendance to prioritise interventions</p> <p>B4: Students eligible for PPG will have trips and visits subsidised so they are not excluded due to cost.</p> <p>B5: Students eligible for PPG will meet with careers advisors in years 7 or 8 to focus on future aspirations. PPG eligible students in Y10/11/6th form will be prioritised for career advice.</p> <p>C4: Intervention strategies for key cohorts with attendance concerns are implemented. Focus students for a 4 week period.</p> <p>B6: SSP time is better used to support PP students and the role of the SSP tutor is developed.</p> <p>B7: Target PP students to attend extra-curricular activities</p>	<p>More enrichment opportunities to improve aspirations and self-esteem.</p> <p>Interest and aspiration to succeed will be evident through student voice and INSPIRE days and NEETS/destination data</p> <p>Impact is seen on a 4 weekly basis.</p> <p>SSP programme is monitored to ensure engagement and pastoral support is evident.</p> <p>Attendance registers at extra curricular sessions demonstrates better uptake of PP students.</p>			
--	--	---	--	--	--

3 Meeting Individual Needs/Outcome of pupils

Desired outcome	Chosen actions	Success Criteria	Monitoring Resources	Who/When	Cost
<p>D. Ensure the curriculum/holistic support is more widely available to disadvantaged students and their parents</p>	<p>D1: Introduce new policies around literacy and numeracy to support those students who join the Academy below the expected standards</p> <p>D2: Develop 'at risk' registers in all year groups that highlight those disadvantaged students who need additional intervention to support their progress.</p> <p>D3: Timetable Year 7 'Nurture Groups' so that one teacher teaches them in specialist classrooms (The Harbour) for English and Maths, with input from specialists in Science and foundation subjects.</p>	<p>The progress gaps between disadvantaged and other students is closing, at the same time as both groups improve</p> <p>The progress for disadvantaged boys improves significantly against other groups within the Academy and against the national benchmarks</p> <p>Rapid improvement in literacy and numeracy in Year 7 – particularly for students who start the Academy below age related expectations</p> <p>At risk registers for disadvantaged students demonstrates barriers to progress are being eradicated</p>	<p>Data analysis – SISRA</p> <p>Evaluation of Learning and Progress Procedures</p> <p>Learning Walks</p> <p>Work Scrutiny</p> <p>Destination data</p> <p>Increased attendance at extra-curricular activities</p>	<p>AD Lit/Num Oct '17</p> <p>AL/AD student progress Dec '17 and on-going thereafter.</p> <p>SENCO/AD student progress/AD Lit/Num</p> <p>LTCs/AD student progress</p>	<p>Year Managers = £103,093</p> <p>Alternative Provision = £80,845</p> <p>Catch Up Premium = £20,000</p>

	<p>D4: Training for staff on how to engage 'hard to reach' disadvantaged students will be delivered as part of the Academy's CPD program.</p> <p>D5: Year Managers and Achievement Leaders will undertake a termly evaluation of learning and progress to identify the specific areas of concern for their disadvantaged students. Action plans will be developed in response to this.</p> <p>D6: Ensure that disadvantaged students can access the same opportunities as their peers by funding some specific learning resources and ensuring that transport costs are not a barrier to participating in after school activities/clubs</p> <p>D7: Appoint an Academy lead for CEIAG</p> <p>D8: The number of disadvantaged students on each options pathway selected in year 9 should be analysed to assess the curriculum provision further.</p> <p>D9: Surplus or available teaching resources should be re-deployed.</p> <p>D10: QA with a specific focus on PP progress should be built into all QA at a departmental level.</p> <p>D11: Assessment ladders/skills hierarchies should be present in all student books so students know how they are making progress and how to further improve.</p> <p>D12: Middle leaders can bid for funds to further support PP students.</p>	<p>The proportion of NEETs is significantly below the national average</p>	<p>for disadvantaged students</p>	<p>Learning Resources and Transport = £27,000</p> <p>School Counsellor = £16,911</p> <p>CEIAG Lead = £3284</p> <p>Nurture Provision = £48,300</p>
<p>Total planned expenditure 2017-18</p>				<p>£511,984</p>

6. Review of expenditure

Previous Academic Year

2016-17

Impact of PPG

- Statutory expectations are in place for reporting, tracking and planning future actions.
- P8 data for disadvantaged students shows an improvement over the last year.
- Outgoing Year 11 P8 data shows the gap between disadvantaged students and non-disadvantaged students is widening (-0.38). However, this is due to the non-disadvantaged student improving their outcomes at a faster rate.
- Attendance of disadvantaged students was 2.28% lower than that of non-disadvantaged students nationally.
- There were more disadvantaged students attending alternative provision to avoid permanent exclusion than non-disadvantaged students (10 students compared to 6)
- There have been no permanent exclusions of disadvantaged students in 2016/17 academic year.