

Pupil Premium and Year 7 Catch-up Funding Strategy Statement 2018/19

1. Summary information						
School	St Anne's Church of England Academy					
Academic Year	2018/19	Total budget: Pupil Premium [PP] Y7 Catch-up PP Projected Total	£376,022 £13,912 £389,934	Date of most recent PP Review	Autumn 2018	
Total number of pupils [January 2018 Census]	651	Number of pupils eligible for PP [as at October 2018]	394	Date for next internal review of this strategy	Summer 2019	
'Funding for disadvantaged pupils is used effectively' Ofsted November 2017						
2. Current attainment						
			All Pupils (your school)	Pupils eligible for PP (your school)	National: All Students [Validated]	National: Other [those students not eligible for PP]
% achieving a Standard Pass or better in English and Maths [Grade 4 or above]			50	45	64.2	71.5
Progress 8 score average 2017/18 only [Validated]			-0.34	-0.42	-0.02	0.13
Attainment 8 score average 2017/18 only [Validated]			43.06	41.4	46.53	50.14
3. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)						
A.	Issues relating to behaviour and attitude to learning prevent some PP students from making good academic progress.					
B.	Literacy skills for some PP students are lower than for other students, which prevent them from making good progress.					
C.	Students who are eligible for PP have less successful outcomes at GCSE in English and Mathematics.					

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for some PP students are lower than for other students. This reduces their school hours and causes them to fall behind on average.	
E.	Issues relating to low aspirations prevent some PP students from achieving their maximum potential in GCSE qualifications.	
F.	Circumstances or events in the home life of some PP students have a detrimental impact on their social and emotional well-being and personal development.	
G.	Social Care Needs: Approximately 25% of families are supported historically or currently by Social Care, which is a nationally exceptional figure. Parents and carers need support from the Academy to help them address their needs and to support their child's learning.	
H.	Mobility issues: The Academy has very high mobility [annually around 12%] putting the school in the bottom quintile for stability. This arises mainly from families moving in and out of the area and social housing issues. A lack of stability is disruptive to a child's education.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		
	Success criteria	
A.	Improved attendance	Reduced level of persistent absence amongst PP students. Overall attendance to improve in line with the overall National Average. Evidence from Attendance data.
B.	Improved behaviour and attitude to learning	Reduced level of behaviour incidents, fixed term and permanent exclusions of PP students. Evidence in Class Charts.
C.	Improved rates of progress and outcomes for PP students in all Year Groups	Reduce and maintain gap between PP and non PP students across all year groups. Evidence from Academy data and GCSE progress data.
D.	Improved rates of progress and outcomes for Year 7 Catch-up PP students	Evidence from Successmaker and Sound Training data, Reading and Spelling Ages plus data from other Literacy and Numeracy interventions.

5.	6. 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. Planned Expenditure AY 2018/19: 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?	Planned Allocation from PP	Staff lead	When will you review implementation?
Additional Staffing Resources to Support Students	<ul style="list-style-type: none"> Specialist Support Staff in English, Mathematics, Science and Geography 	<ul style="list-style-type: none"> The Academy's strategic aim for the use of PP is that it should be used to impact positively on whole school improvement with the principle vision that improving the quality of Teaching and Learning in all lessons benefits all students The Academy has an extremely high proportion of students who attract PP funding [approximately 60% 2018/19] more than twice the National Average High quality Teaching and Learning is key to raising educational standards Mentors work with targeted students, particularly Upper and Middle Disadvantaged PP students at KS4 to support their academic progress and emotional wellbeing Mentors ensure that students attend daily Revision classes after school and support students during Revision 	<ul style="list-style-type: none"> Regular monitoring and support of Specialist Support Staff and Mentors Regular monitoring and assessment of progress made by all students Use of data to track student progress Regular Learning Walks and Work Scrutiny exercises throughout the Academy Regular feedback obtained from students in relation to support received Student progress data is presented to Governors on a termly basis 	£100,548	Course Directors lead and manage Specialist Support Staff duties in English, Mathematics Science and Geography	<ul style="list-style-type: none"> Student data tracking across all Year Groups as per Assessment Calendar Review following GCSE Results August 2019

Examination Revision Support	<ul style="list-style-type: none"> Costs of resources and refreshments for daily Examination Revision Classes held after school for Y11 students [November 2018 to June 2019] and Revision Classes held during school holidays [including provision of breakfast and lunch] 	<ul style="list-style-type: none"> The Academy's clear aim is to improve student educational outcomes Students are actively encouraged to attend daily Revision Classes after school in order to reinforce their learning and boost confidence and resilience in examination techniques Systems are in place to recognise and reward high levels of attendance at these sessions. Attendance is linked to an invitation to the Y11 Prom [subsidised by Pupil Premium] 	<ul style="list-style-type: none"> Daily and weekly monitoring of attendance at Examination Revision Classes takes place Revision Classes are timetabled to ensure that students have Revision opportunities in all their GCSE examination subjects 	£4,000	SLT monitor attendance at Revision Classes and intervene where necessary via parental contact to encourage students to attend as many classes as possible Course Directors are responsible for the delivery of these Classes	<ul style="list-style-type: none"> Student data tracking across all Year Groups as per Assessment Calendar Monitoring of Revision Attendance Registers for Ford Castle reward trip March 2019 Review following GCSE Results August 2019
Total Planned PP Expenditure AY 2018/198: Quality of Teaching for All						£104,548

ii. Planned Expenditure AY 2018/19: Targeted Support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Planned Allocation from PP	Staff lead	When will you review implementation?
Learning Support and Interventions	<ul style="list-style-type: none"> Intervention by SENCO and Assistant SENCO In KS3, the total number of PP students also classified as SEN has increased to approximately 30-35% of the PP cohort in each Year Group [approximately 25% of all students] The SENCO and Assistant SENCO work with the Assistant Pastoral Director to identify students with additional needs and ensure that appropriate strategies are in place for PP/SEN students [details are recorded on the CPOMS database] The SENCO and Assistant SENCO assess students for Examination Access Arrangements Interventions by the Learning Mentor and Teaching Assistant to support students with a range of barriers to learning, including EAL students Provision of a Breakfast Club for vulnerable students prepares students for learning 	<ul style="list-style-type: none"> The Academy's aim is to break down barriers to learning by providing interventions tailored to meet the needs of every student Staff work with students in small groups or on a 1:1 basis using a variety of strategies to help students make progress The daily Breakfast Club for vulnerable students prepares students for learning with the added aim of improving students' social skills Staff also support a growing number of EAL students to settle into the Academy and gain confidence both academically and during student social time Examination Access Arrangements support students with additional needs and help them to achieve their best 	<ul style="list-style-type: none"> Monitoring and evaluation of SEN statutory records Monitoring and evaluation of SEN student information CPOMS accounts SEN Minutes EHCPs and PSPs Monitoring and assessment of progress made by all students who receive learning support Use of data to track student progress Regular feedback obtained from students [and families] in relation to support received in order to determine whether support should continue or different support is required The Breakfast Club is well established and attended by approximately 30 students per day 	£56,275	SENCO	<ul style="list-style-type: none"> Student data tracking across all Year Groups as per Assessment Calendar Students with additional needs are assessed regularly by the SENCO Review following GCSE Results August 2019

<p>Year 7 Catch Up Premium:</p> <p>Additional support for new Y7 students who achieved a Scale Score below 100 in Reading and/or Mathematics at the end of KS2 prior to entry to the Academy</p>	<ul style="list-style-type: none"> Year 7 Catch Up Premium is used to provide additional support in English and Literacy from the English & Literacy Mentor 	<ul style="list-style-type: none"> Extra support is given to students in English and Literacy who have achieved a Scale Score below 100 at the end of KS2 in order to aid their transition to Secondary education and help them reach the academic standards required in order to access the Secondary curriculum throughout KS3 and KS4 A timetabled Literacy Pathway for 44 identified students in Y7 [of which 29 are PP] is in place ['W' Band] for 2018/19. The Literacy Pathway includes a number of strategies including Lexia, Phonics and extra reading sessions which are delivered by the Literacy Team including the English & Literacy Mentor In relation to the improvement of Numeracy skills, a range of interventions for Y7 students is led by a Mathematics TLR post-holder supported by the Maths Mentor <i>[not funded by PP]</i> Evidence suggests that students who feel they are unable to keep up with their peers are more likely to experience feelings of low self-esteem and wellbeing and may become disengaged in the classroom 	<ul style="list-style-type: none"> Regular monitoring and assessment of students Use of data to track student progress 	<p>£15,167</p>	<p>Led by the Assistant SENCO and Course Director of English</p>	<ul style="list-style-type: none"> Student data tracking across all Year Groups as per Assessment Calendar Half termly Literacy updates
<p>Additional Support for Literacy</p>	<ul style="list-style-type: none"> In 2018/19, Literacy timetabled lessons are in place for Years 8 and 9 [see above for Year 7]: 30 in Year 8, 18 of which are PP and 29 in Year 9 of which 21 are PP 	<ul style="list-style-type: none"> Students with poor Literacy skills find it very difficult to access subjects which require the ability to focus on extended writing, such as English, History and Religious Education 	<ul style="list-style-type: none"> Regular monitoring and assessment of students Use of data to track student progress 	<p>£38,415</p>	<p>Led by the Assistant SENCO, English & Literacy Mentor and</p>	<ul style="list-style-type: none"> Student data tracking across all Year Groups as per Assessment Calendar Half termly Literacy updates

	<ul style="list-style-type: none"> All Y10 students will undertake the KS4 Sound Training Programme [all Year 7 will undertake the KS3 Sound Training Programme] Literacy booklet ['Lit Kit'] for all students 	<ul style="list-style-type: none"> A structured Literacy pathway is in place for 30 identified Y8 students and 29 Y9 students ['W' Band] as well as bespoke interventions; these are delivered in the Learning Resource Centre [LRC] Of 103 Y7, Y8 & Y9 students per week receiving Literacy intervention in 2018/19, 68 students attract PP funding [66%] Other key literacy interventions include Lexia software [an online intervention programme tailored to the individual student's needs] The Sound Training Programme supports all Y7 and Y10 students in improving their Literacy skills 			Course Director of English	
Attendance and Persistent Absence Intervention	<ul style="list-style-type: none"> Improving attendance is a key priority for 2018/19 The Academy operates a robust programme for improving attendance and reducing persistent absenteeism The programme includes a high profile rewards system linked to attendance, punctuality and attainment Education Welfare Officer [EWO] provision - two days per week - forms part of this strategy [the Academy pays for an additional day per week to double the provision accessed by other local schools] 	<ul style="list-style-type: none"> Poor attendance is a major impediment to learning. Outcomes for students cannot be improved if they are not attending school regularly. The Academy's aim is to increase attendance and reduce persistent absence Costs of rewards and EWO provision are funded by PP High levels of attendance are celebrated by Form and by individual student at weekly Year Group Faith Assemblies Small individual and Form weekly rewards are issued at Assemblies with increasing rewards if high levels of attendance are sustained throughout the academic year 	<ul style="list-style-type: none"> Attendance is always discussed at the weekly Strategic Pastoral Meeting The Academy Attendance Intervention Programme is embedded within daily routine Academy procedures Pastoral Support Officers focus on attendance issues and work closely with the EWO. Regular line management meetings ensure early identification of students with attendance issues Daily phone calls and regular home visits for students who are not in school Staff and students fully understand how the Attendance Reward Programme works at the Academy. This is actively promoted throughout the Academy 	£53,957	Led by the Pastoral Team: Assistant Pastoral Director and Attendance Officers x2	<ul style="list-style-type: none"> Attendance data is reviewed on a daily, weekly, half termly, termly and annual basis

			<ul style="list-style-type: none"> • Attendance data is reviewed on a daily basis by the Attendance Team • Attendance data is presented to Governors on a termly basis within the Principal's Report 			
Total Planned PP Expenditure AY 2018/19: Targeted Support						£163,814

iii. Planned Expenditure AY 2018/19: Other Approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Planned Allocation from PP	Staff lead	When will you review implementation?
Raising Aspirations [Extra Curricular]	<ul style="list-style-type: none"> The Academy participates in The Brilliant Club Scholars Programme which is an award winning charity that exists to increase the number of students from under-represented backgrounds progressing to highly selective Universities. It is organised by Manchester University for Y9 and Y10 More Able students The Academy More Able Programme continues to develop and inspire students to aim high The Academy Prefect Programme includes the delivery of external training in order to develop student leadership and mentoring skills and opportunities Positive Steps is used for the provision of personalised Careers Information, Advice and Guidance [IAG] A Careers Festival is held annually for all Year Groups to provide relevant information about career opportunities PP funding is used to subsidise the costs of activities and visits which provide students with a range of cultural, spiritual and sporting experiences 	<ul style="list-style-type: none"> Raising students' aspirations is a key component in helping students to achieve their learning potential by instilling self-belief and confidence in their own ability to achieve learning targets These interventions are designed to inspire, motivate and encourage students to succeed Evidence suggests that students with Growth Mind-sets achieve more The More Able Programme targets the most able students and focuses on meeting their needs The Academy Prefect Programme facilitates opportunities for leadership, personal growth and development and confidence building The Academy's aim is to break down barriers to learning by providing students with opportunities for learning and self-development outside the classroom which students may not otherwise experience Students benefit directly in terms of opportunities for new cultural and spiritual experiences. New experiences help to develop independence, confidence and 	<ul style="list-style-type: none"> External feedback in relation to Academy students from the Brilliant Club Scholars Programme is exemplary The Academy More Able programme is monitored and reviewed regularly, including evaluation of student feedback Use of data to track student progress Governors are advised of all trips which take place at the Academy through the Principal's Reports The Academy achieved Stage 2 of the Inspiring IAG Award in October 2018 88 culture and leisure related trips were undertaken in 2017/18 	£24,200	<p>The Associate Director of Science leads the More Able Programme</p> <p>The IT Coordinator leads the Academy Prefect Programme</p> <p>The GILES Coordinator leads on Careers IAG</p> <p>Trips and events are authorised by the Principal and individual events are led by nominated staff</p>	<ul style="list-style-type: none"> Evaluation of Student feedback takes place following completion of interventions Review following GCSE Results August 2019 Moving On Report from Positive Steps

	<ul style="list-style-type: none"> PP funding is used to subsidise the annual Y11 Leavers Prom held at the Academy. This event is used as an incentive reward for attendance, punctuality and behaviour [see also Examination Revision Support section] with personal invitations awarded during the Spring/Summer Term 	self-organisational skills				
Inclusion Programme	<ul style="list-style-type: none"> An Inclusion Manager provides bespoke intervention for those students who are at risk of repeated Fixed term Exclusion and, in the long term, at risk of Permanent Exclusion Interventions include: <ul style="list-style-type: none"> Alternative Education Unit [AEU] Partner school reciprocal support EDLounge [online curriculum access] 	<ul style="list-style-type: none"> AEU provision and the EDLounge Programme provide an alternative education for identified students The AEU is managed on a daily basis by the Inclusion Manager The Academy's aim in relation to the Inclusion Programme is to break down barriers to learning by providing interventions tailored to the individual student A structured programme of reintegration into mainstream classes and support is organised for each student when leaving the AEU Students benefit directly from interventions delivered through this programme in terms of improving morale and self-esteem, self-organisational skills, attendance and punctuality, attitude to learning, preparation for learning and raising aspirations 	<ul style="list-style-type: none"> Weekly Strategic Pastoral Meetings held to ensure early identification of students with behavioural issues The Inclusion Manager liaises with students, teachers, families and providers to monitor provision and track progress Use of evidence from Class Charts to identify students with behavioural issues Observations of learning and behaviour of students through Learning Walks Regular monitoring and assessment of progress undertaken for all students who receive behaviour for learning support Use of data to track student progress 	£33,031	Inclusion Manager	<ul style="list-style-type: none"> CPOMS data Class Charts data Ongoing review of AEU
Faith and Community	<ul style="list-style-type: none"> The Academy Chaplain delivers the Communication curriculum 	<ul style="list-style-type: none"> The 15 Values studied in Communication have a positive 	<ul style="list-style-type: none"> Annual Faith & Community Programme publication circulated 	£19,722	Led by the Chaplain,	<ul style="list-style-type: none"> The Faith and Community

<p>Programme</p>	<p>to Years 7 and 8 which develops the whole person and underpins the Academy values</p> <ul style="list-style-type: none"> • The Academy Chaplain delivers Singing Sessions to Year 7 which form part of the Faith and Music curriculum and which contribute to community events • The Academy Chaplain mentors individual students and works alongside the Assistant Pastoral Director in delivering aspects of the Academy Family and Social Intervention Programme • Audacious Church in Manchester organise various events attended by some Academy students • The Course Director of RE and Faith Teaching Lead coordinates the Archbishop of York KS3 Award for Years 7 and 8 	<p>impact on students raising awareness of living well together in the community</p> <ul style="list-style-type: none"> • Students positively contribute to their community through: Faith Assemblies; Christmas Homeless Meal for the Elderly; Remembrance Service and weekly Luncheon Club for the Elderly • Students of all Faiths or none are welcome and encouraged to participate in all Faith related activities • Students benefit in terms of social and spiritual development, self-esteem, improved attendance and continued learning of students involved 	<p>to all stakeholders including Governors</p> <ul style="list-style-type: none"> • Annual Faith Prayer Book used in Faith Form Times and circulated to Y9 parents • The Chaplain made a significant and positive contribution to the successful SIAMS Inspection in October 2013 which achieved Good in all categories • Relevant information is shared with, and evaluated by, the Principal, Faith and Pastoral Teams • Governors are updated in relation to the Academy Faith & Community Programme through the Principal's Reports 		<p>supported by the Assistant Pastoral Director</p>	<p>Programme is reviewed on an ongoing basis at weekly meetings of the Strategic Faith Team</p>
<p>Family and Social Intervention Programme to Deliver Effective Safeguarding</p>	<ul style="list-style-type: none"> • The Academy delivers an extensive Family and Social Intervention Programme which involves working with identified families to offer practical and emotional support during difficult times • Essential support may include funding on occasion for school uniform, food, energy, decorating and basic household amenities • The CAPE Programme [Child and Parent Engagement Programme] offers a holiday intervention support package to families during four holiday 	<ul style="list-style-type: none"> • Students benefit directly from this programme in terms of improving mental health and wellbeing, morale and self-esteem, self-organisational skills, attendance and punctuality, attitude to learning, preparation for learning and raising aspirations • Families benefit by developing positive relationships with Pastoral staff, opportunities to engage with the Academy as a family and the availability of practical and emotional support in times of need 	<ul style="list-style-type: none"> • Students and families are referred by members of staff or identified directly by the Pastoral Team • Approximately 25% of Academy students are supported with their families • There is a Mental Health Programme in place for 2018/19. Up to nine Pastoral staff are attending conferences, training and/or completing a Mental Health qualification • CPOMS records are maintained alongside additional information of events and activities for those families involved 	<p>£41,369</p>	<p>Led by the Assistant Pastoral Director</p>	<ul style="list-style-type: none"> • Ongoing as circumstances change for families involved

	<p>weeks each year.</p> <ul style="list-style-type: none"> • Weekly Coffee Mornings are held for parents, grandparents and carers to build positive relationships • Bespoke intervention projects for identified groups of students • Christmas Hampers are provided for our most vulnerable families every year • The Academy has a strong focus in 2018/19 of consolidating all the work which goes on to promote and support the mental health and wellbeing of all students 		<ul style="list-style-type: none"> • CPOMS records are also maintained for interventions, support and referrals in relation to individual student mental health issues • Evaluations are undertaken by the Assistant Pastoral Director • 30 Christmas hampers were distributed in 2017 			
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<p>Summer School & Transition</p>	<ul style="list-style-type: none"> • PP is used to support a programme of activities during the Summer Holidays which takes place during the week of GCSE Examination Results. Summer School supports the new Y7 students as part of their transition to the Academy in September 	<ul style="list-style-type: none"> • The Academy can demonstrate that Summer School benefits new Y7 students • The Academy's profile presents a number of issues and barriers which make it difficult for some students to easily transition to Secondary school • Summer School helps to remove barriers [approximately 60% PP and 25% SEN students annually] by providing opportunities for students to make friends, gain confidence and become familiar with the Academy and staff prior to joining Y7 in September • Costs include staffing and resources for the Summer School and Transition programme • The Summer School programme includes team building activities, arts and crafts, sporting activities and games 	<ul style="list-style-type: none"> • The Assistant Pastoral Director leads and organises Summer School • Summer School is actively promoted during transition events with new students and their parents / carers • Attendance at Summer School is monitored • Feedback is obtained from new students and their parents / carers and is very positive • Governors are advised of Transition activities within the Principal's Report 	<p>£3,250</p>	<p>Led by the Assistant Pastoral Director</p>	<ul style="list-style-type: none"> • Summer School is evaluated following delivery on an annual basis to inform future strategies
<p>Total Planned PP Expenditure AY 2018/19: Other Approaches</p>						<p>£121,572</p>
<p>Total Planned PP and Y7 Catch-up Premium Expenditure AY 2018/19</p>						<p>£389,934</p>

7. Review of expenditure previous year AY 2017/18

i. Actual AY 2017/18: 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 (whether you will continue with this approach)	Actual PP Allocation
Additional Staffing Resources to Support Students	<ul style="list-style-type: none"> Specialist Support Staff in English, Mathematics and Science Provision of four Mentors through a Service Level Agreement with Audacious Church, Manchester [Audacious Mentors: 50% funded by PP] Additional teaching appointment to support improvement in Geography 	<ul style="list-style-type: none"> 'Teaching Assistants support learning well and provide effective challenge for pupils who have SEN and/or disabilities' Ofsted November 2017 The Academy has an extremely high proportion of students who attract PP funding [67% Class of 2018] more than 2.5 times the National Average Attainment in English increased from 61% to 74% in 2018 for all students Attainment in English increased from 56% to 72% in 2018 for PP students Attainment in EM 4+ increased from 48% to 50% in 2018 [Note: The Prior Attainment of Class of 2018 was lower than that of Class of 2017] Attainment in EM 4+ for PP students has improved over the past few years: 33% in 2016; 43% in 2017 and 45% in 2018 Attainment in Science was maintained in 2018 for PP students Progress in English improved in 2018 from -0.98 to -0.76 for PP students Progress in Maths was maintained in 2018 for PP students It is worth noting that the FFT Aspire 2017 KS4 Self-Evaluation Summary Dashboard for Contextual Value Added [CVA] calculates the Academy Progress 8 Score at +0.31 and significantly above average; for PP students the CVA P8 score is +0.38 and significantly above average [to be updated with 2018 data when available] Audacious Mentors mentored targeted students to encourage confidence and resilience and built positive relationships with their parents and carers 	<ul style="list-style-type: none"> Progress has declined for all students in 2018 from -0.22 to -0.33 [impacted by two issues in Geography and IT] Progress declined for PP students in 2018 from -0.34 to -0.41 Progress in Science declined in 2018 from -0.36 to -0.71 for PP students as a result of the new specification linear examinations Positive impact in English evident as a result of new Course Director appointment in January 2018 A key staff departure in Geography impacted on examination results; recruitment for Geography continues to be an issue for the Academy Lesson Study [stretch and challenge] focus for 2018/19 to involve specialist support staff in English, Maths and Science 	£114,010
Examination Revision Support	<ul style="list-style-type: none"> Costs of resources and refreshments for daily Examination Revision Classes held after school for Y11 students [October 2017 to June 2018] and Revision Classes held during school holidays [including provision of breakfast and lunch] 	<ul style="list-style-type: none"> Students were actively encouraged to attend daily Revision Classes after school in order to reinforce their learning and boost confidence and resilience in examination techniques Mentors ensured that students attend daily Revision classes after school and support students during Revision 4,558 revision attendance marks recorded for revision last academic year of which 2,702 were from PP students (59%) 	<ul style="list-style-type: none"> A continued focus on attendance at Revision Classes to be applied in 2018/19 through incentive rewards including invitations to the Prom and the Ford Castle residential trip based on overall attendance including Revision Classes 	£3,800

ii. Actual AY 2017/18: Targeted Support

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)	Actual PP Expenditure
<p>Learning Support and Interventions</p>	<ul style="list-style-type: none"> • Intervention by SENCO and Deputy SENCO • In KS3, the total number of PP students also classified as SEN has increased to approximately 1/3 of the PP cohort in each Year Group • The SENCO and Deputy SENCO work with the Assistant Pastoral Director to identify students with additional needs and ensure that appropriate strategies are in place for PP/SEN students • The SENCO and Deputy SENCO assess students for Examination Access Arrangements • Interventions by the Learning Support Mentor, Learning Mentor, Academic Mentor and a Teaching Assistant to support students with a range of barriers to learning, including EAL students • Provision of an online support package to support early reading development and foundation strategies [Lexia] • Provision of a Breakfast Club 	<ul style="list-style-type: none"> • ‘The effectiveness of education for pupils who have Special Educational Needs [SEN] and/or disabilities is good’ Ofsted November 2017 • The Academy’s aim is to break down barriers to learning by providing interventions tailored to the individual student • Staff worked with students in small groups or on a 1:1 basis using a variety of strategies to help students make progress • Staff organised a daily Breakfast Club for vulnerable students to provide a nutritious breakfast free of charge in a safe and caring environment with the added aim of improving students’ social skills. Well attended by approximately 30 students per day [of which 71% are LAC / PP students] • Staff also supported EAL students settle into the Academy and gain confidence both academically and during student social time • Staff supported vulnerable students in the Learning Resource Centre [LRC] during student social time • 32% of Year 11 students were entitled to Examination Access arrangements. Of these, 67% were PP students. Students were allocated a consistent Reader and/or Scribe for final examinations • A total of 170 SEN students, of which 13 were ECHP and 118 were SEN K students, were supported by the Academy in 2017/18. Of these, 64 [38%] were PP students 	<ul style="list-style-type: none"> • The Academy ensures that there are always two members of staff with the SENCO qualification [or studying for it] • Additional key staff have been trained to undertake Examination Access Arrangements • Students benefit from having a consistent Reader and/or Scribe • Robust records are maintained using the CPOMS system • The Academy will continue to use the Lexia Programme in 2018/19 	<p>£73,995</p>

	for vulnerable students			
<p>Year 7 Catch-up Premium:</p> <p>Additional support for new Y7 students who achieved a Scale Score below 100 in Reading and/or Mathematics at the end of KS2 prior to entry to the Academy</p>	<ul style="list-style-type: none"> Year 7 Catch Up Premium is used to provide additional support in English and Literacy from the English & Literacy Mentor 	<ul style="list-style-type: none"> 'Catch-up funding to support pupils who are not yet ready for secondary school is used in years 7 and 8 to increase their reading skills and to help improve standards in reading across the school' Ofsted November 2017 Extra support was given to students in English and Literacy who have achieved a Scale Score below 100 at the end of KS2 in order to aid their transition to Secondary education and help them reach the academic standards required in order to access the Secondary curriculum and do well throughout KS3 and KS4 A timetabled Literacy Pathway for 40 identified students in Y7 was introduced in 2017/18 ['W' Band]. The Literacy Pathway includes a number of strategies including Lexia, Phonics and extra reading sessions which were delivered by the Literacy Team including the English & Literacy Mentor 29 x Y7 students had a Standard Score below 100 for reading. [An improvement in Standard Scores of more than 8 points indicates a significant improvement in reading age.] 45% of these improved significantly in reading comprehension based on this measure In relation to the improvement of Numeracy skills, a range of interventions for Y7 students was led by a Mathematics TLR post-holder supported by the Maths Mentor [not funded by PP] There are 37 x Y7 students with a Standard Score below 100 in Mathematics. 40% are on track to achieve a grade 4 or above at the end of Y11 	<ul style="list-style-type: none"> The structured approach will continue in 2018/19 in order to improve Y7 Literacy skills A structured Literacy Pathway will continue to be timetabled for 2018/19 for identified students in Y7 ['W' Band] 	£14,912
<p>Additional Support for Literacy</p>	<ul style="list-style-type: none"> In 2017/18, some of the Literacy interventions were structured within the timetable Targeted Y9 and Y10 students received additional bespoke Literacy Intervention sessions from the Literacy Intervention Manager and other staff within the enhanced Literacy Team Production of a literacy booklet ['Lit Kit'] for all students, 	<ul style="list-style-type: none"> A structured Literacy pathway for 40 identified Y8 students ['W' Band] as well as bespoke interventions were delivered in the Learning Resource Centre [LRC] Of 72 Y7 & Y8 students per week receiving Literacy intervention in 2017/18, 47 students attract PP funding [65%] Other key literacy interventions included Lexia software [an online intervention programme tailored to the individual student's needs – <i>software costs funded by PP</i>] 26 x Y8 students were identified as continuing to need additional Literacy intervention. [An improvement in Standard Scores of more than 8 points indicates a significant improvement in reading age.] 30% of 	<ul style="list-style-type: none"> Strategy to be continued in 2018/19 for Y8 [W Band] A structured Literacy Pathway also to be introduced in 2018/19 for Y9 [W Band] 	£31,941

	September 2017	<p>these improved significantly based on this measure</p> <ul style="list-style-type: none"> • The Sound Training Programme is a rolling programme which operated for Y7 and Y10 in 2017/18 • The Sound Training Programme led to an average reading age gain of 13 months for Y7. 36% of the cohort gained 8+ Standard Score points • The Sound Training Programme led to an average reading age gain of 14 months for Y10. 38% of the cohort gained 8+ Standard Score points 		
Attendance and Persistent Absence Intervention	<ul style="list-style-type: none"> • The Academy operates a robust programme for improving attendance and reducing persistent absenteeism • The programme includes a high profile rewards system linked to attendance, punctuality and attainment • Education Welfare Officer [EWO] provision – two days per week - forms part of this strategy [the Academy paid for an additional day per week to double the provision accessed by other local schools] 	<ul style="list-style-type: none"> • The Academy Attendance Intervention Programme is embedded within daily routine Academy procedures • Pastoral Support Officers focus on attendance issues and work closely with the EWO. Regular line management meetings ensure early identification of students with attendance issues • Daily phone calls and regular home visits for students who are not in school • Staff and students fully understand how the Attendance Intervention Programme works at the Academy. This is actively promoted throughout the Academy • Persistent absenteeism has improved significantly over a period of years and was well below the National Average for PP students in 2017 [22.9% v 28.1%] • Attendance data is reviewed on a daily basis by the Attendance Team • Attendance data is presented to Governors on a termly basis 	<ul style="list-style-type: none"> • Strategy to continue in 2018/19 with greater focus on the role of all staff in supporting the early challenge and identification of students in need of support in relation to attendance 	£43,932
Total Actual PP Expenditure AY 2017/18: Targeted Support				£164,780

iii. Actual AY 2017/18: 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)	Actual PP Expenditure
<p>Raising Aspirations [Extra Curricular]</p>	<ul style="list-style-type: none"> The Brilliant Club: the Academy participates in The Brilliant Club Scholars Programme organised by Manchester University for Y9 Gifted and Talented students. The programme is designed to introduce students to University life, develop learning and communication skills and encourage future participation in further and higher education The Academy More Able Programme continues to develop and inspire students to aim high The Academy Prefect Programme includes the delivery of external training in order to develop student leadership and mentoring skills and opportunities Positive Steps is used for the provision of personalised Careers Information, Advice and Guidance [IAG] to all Y10 and Y11 students plus some Y9 students A Careers Festival is held annually for all Year Groups to inspire students to aim high PP funding is used to subsidise the costs of activities and visits which provide students with different cultural experiences. This includes local trips as well 	<ul style="list-style-type: none"> Raising students' aspirations is a key component in helping students to achieve their learning potential by instilling self-belief and confidence in their own ability to achieve learning targets The Brilliant Club is delivered by Manchester University under staff supervision and is part of the Academy's Gifted and Talented Programme. 94% of the target pupils for Brilliant Club met the under-represented background criteria: Pupil Premium; no parental history of higher education; living in 40% of the most deprived areas according to IDACI. [This needed to be at least 67%.] The Academy is considered a centre of excellent practice in relation to Brilliant Club participation. 36 students from Y9 and Y10 participated and graduated from Brilliant Club. 28 students achieved a 1st or a 2:1 in their final assignment. The Academy Prefect Programme facilitates opportunities for leadership, personal growth and development and confidence building. Prefect training took place at a local hotel. There were 18 Prefects in 2017/18. Head Boy and Head Girl presented at Open Evening [28.09.17] and provided the Vote of Thanks at Awards Evening [16.11.17]. Students benefit directly in terms of expanding their knowledge of cultural experiences and developing independence, confidence and self-organisational skills 88 cultural and educational trips were undertaken in 2017/18 that were funded or subsidised through Pupil Premium or other resources Transport costs for trips and activities for all PP students are covered by PP funding The Academy More Able programme is monitored and reviewed regularly, including evaluation of student feedback. G&T newsletters are available 48 students across year groups 7-11 attended the Manchester Gateway University Programme in 2017/18 The annual Careers Festival is popular, raises aspirations and provides students with an insight into the world of work. Students learn about transferable skills for a variety of career routes 95% of Y11 students attended the Leavers' Prom in June 2018 held at the Academy for the sixth successive year as a subsidised reward for good 	<ul style="list-style-type: none"> A continued focus on raising aspirations will take place in 2018/19 Motivational strategies including The Brilliant Club will continue in 2018/19 Culture and Leisure activities continue to enrich the curriculum by providing varied and exciting learning opportunities Personal Prom invitations will be issued again in 2018/19 as a reward for good behaviour and attendance at Revision Classes 	<p>£21,173</p>

	<p>as residential trips such as Faith and Community related Retreats and trips abroad for Modern Foreign Language students</p> <ul style="list-style-type: none"> • PP funding is used to subsidise the annual Y11 Leavers Prom held at the Academy. This event is used as an incentive reward for attendance, punctuality and behaviour [see also Examination Revision Support section] with personal invitations awarded during the Spring/Summer Terms 	<p>attendance and behaviour. 56% of students who attended the Prom were PP students.</p> <ul style="list-style-type: none"> • The Academy ensures that financial affordability is not a barrier to participation by PP students in relation to activities and visits 		
Inclusion Programme	<ul style="list-style-type: none"> • In 2017/18, a new Alternative Education Unit [AEU] was created for those students at risk of Fixed Term or Permanent Exclusion • EDLounge is used for students to access the curriculum [<i>currently</i> funded by the LA] • A structured programme of reintegration into mainstream classes and support is organised for each student when leaving the AEU • In addition to the AEU, the Academy continued to provide a bespoke programme which ensures that the learning needs of all students are met. The tailored approach included timetable adjustments, 1:1 sessions, small group work and part time external training • The Inclusion Manager liaised with students, teachers, families and providers to monitor provision and track progress 	<ul style="list-style-type: none"> • The AEU provision [modelled on a successful and similar provision at an outstanding school] allows uninterrupted learning to take place in classes and students at risk of Fixed Term and Permanent Exclusion to be supported appropriately including provision of behaviour modification strategies • The Academy's aim in relation to the Inclusion Programme is to break down barriers to learning by providing interventions tailored to the individual student • Students benefit directly from interventions delivered through this programme in terms of improving morale and self-esteem, self-organisational skills, attendance and punctuality, attitude to learning, preparation for learning and raising aspirations • Weekly breakfast meetings of the Strategic Behaviour Group ensured early identification of students with behavioural issues • Use of evidence from Class Charts identified students with behavioural issues • Observations of learning and behaviour of students took place through Learning Walks • Regular monitoring and assessment of progress undertaken for all students who receive behaviour for learning support • Case studies are available to evidence impact. 'Case studies shown to Inspectors indicate very good practice and staff who are committed and vigilant' Ofsted November 2017 • 21 students have accessed EDLounge online resources since its implementation in February 2018 • It is estimated that 3 students avoided Permanent Exclusion and 16 	<ul style="list-style-type: none"> • The Inclusion Programme is tailored to meet the needs of individual students • Strategy to be continued in 2018/19 	£29,641

		students avoided Fixed Term Exclusion following the implementation of EDLounge in February 2018		
Faith and Community Programme	<ul style="list-style-type: none"> The Academy Chaplain supports students in lessons, mentors individual students and works alongside the Assistant Pastoral Director in delivering holiday activities as part of the Family and Social Intervention Programme The Academy provides transport for a group of students from all Year Groups who attend regular Youth events held at Audacious Church in Manchester. Students also attend the annual Audacious Conference event held in Manchester in the summer holidays 	<ul style="list-style-type: none"> 'The school's strong, open, tolerant and welcoming Christian values underpin the ethos of the school to which pupils willingly respond' Ofsted November 2017 The Chaplain has a positive impact on all students through the delivery of Christian Faith assemblies and activities including extra-curricular activities Students of all Faiths or none are welcome and encouraged to participate in all Faith related activities Students benefit directly from this programme in terms of social and spiritual development, self-esteem, improved attendance and continued learning of students involved Academy Community events include: the Remembrance Service supported by Y7, weekly Luncheon Club for the Elderly Community organised by Y8, Love Thy Neighbour Christmas Fundraiser Project by Y9, Christmas Meal for the Elderly led by Y10 and the Christmas Meal for the Homeless organised by the Sixth Form Other Community events include Thursday weekly Parent and Carer Coffee Mornings, the annual Firework Event for the Academy Community and the Christmas Fair Community events help to develop and strengthen parental partnerships and opportunities for community engagement with the Academy Evidence of these activities can be found within the annual Academy Faith and Community Programme publication and Newsletters circulated to stakeholders and published on the Academy website Impact of the Faith & Community Programme is evidenced in SIAMS Reports; the next SIAMS Inspection is expected in 2018/19 A number of students across all year groups are involved in a range of Audacious Youth activities Y10 student feedback from the Academy 'Humanutopia' event for 2017/18: <ul style="list-style-type: none"> 95% said the Humanutopia event inspired them to make the most of their education 98% now take time to understand other people without judging them 92% felt they were now more motivated and enthusiastic in life 	<ul style="list-style-type: none"> The Faith and Community Programme continues to develop and evolve to meet the needs of the Academy community Strategy to continue in 2018/19 	£16,845

		<ul style="list-style-type: none"> 92% said they would now try to communicate openly and honestly with people 94% said they can now co-operate with other people better and work as part of a team 		
Family and Social Intervention Programme to Deliver Effective Safeguarding	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students feel safe at the Academy and know that they can approach any member of staff at the Academy if they have any concerns 'The school provides excellent pastoral care for students facing challenging circumstances' Ofsted November 2017 Students benefit directly from this programme in terms of improving morale and self-esteem, self-organisational skills, attendance and punctuality, attitude to learning, preparation for learning and raising aspirations Families benefit by: developing positive relationships with Pastoral staff; opportunities to engage with the Academy as a family and the availability of practical and emotional support in times of need Up to 25% of Academy families are supported. In 2017/18, formal support was provided to: <ul style="list-style-type: none"> 6 Child Protection students 7 Looked After Children [LAC] students 20 Child in Need students 11 students supported through Early Help Assessments Case studies are held and evaluations are undertaken 	<ul style="list-style-type: none"> This programme of support is a key lifeline for some students and their families within the Academy community Strategy to continue in 2018/19 	£40,518
Summer School & Transition	<ul style="list-style-type: none"> PP funding is used to support a programme of activities during the Summer Holidays which takes place during the week of GCSE Examination results. Summer School is designed to aid a smooth transition for all new students into Y7 each September 	<ul style="list-style-type: none"> Evidence shows that Summer School 2018 provided an effective transfer and contributed towards a smooth transition for Y7 students. New Y7 students were provided with opportunities to make friends, gain confidence and become familiar with the Academy and staff prior to joining Y7 in September Summer School facilitated the support of early cross phase networking with parents Costs include staffing and resources for the Summer School and Transition programme The Summer School programme includes team building activities, arts and crafts, sporting activities and games Most new students attended Summer School [60% PP students] 	<ul style="list-style-type: none"> Summer School was well attended in 2018 by 73 students of which 34 were PP students [47%] Evaluation feedback is available Strategy to continue in 2018/19 	£3,180
Total Actual PP Expenditure AY 2017/18: Other Approaches				£111,357
Total Actual PP and Y7 Catch-up Premium Expenditure AY 2017/18				£393,947
8. Additional Detail				
Pupil Premium and Year 7 Catch-up Premium may be used to fully fund or part fund Academy initiatives therefore the sums detailed above may represent either the full cost or contributions towards the full costs of these initiatives. Any remaining costs of partly funded PP and Year 7 Catch-up Premium initiatives will be funded by other Academy resources including General Annual Grant and/or Sponsorship funding.				

