



Pupil Premium Fund strategy statement: Guilsborough Academy 2015-2017

1. Summary information for 2016-2017					
School	Guilsborough Multi Academy Trust				
Academic Year	2016/17	Total PP budget	£108,460	Date of most recent PP Review	Jan 2016
Total number of pupils	1315	Number of pupils eligible for PP	147	Date for next internal review of this strategy	April 2017

2. Attainment / Progress 2015 -2016 (based on 2015-2016 data from Sisra)		
	<i>GA Pupils eligible for PP (in school data)</i>	<i>Pupils not eligible for PP national average 2015</i>
Progress 8 score average (from 2015/16)	-0.22 (0.16)	0.13
Attainment 8 score average (from 2015/16)	45.26 (51.74)	53.57

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>identified from historic data</i>)	
A.	Students that are eligible for PP Fund, that are considered to be middle ability make less progress than their national non –DS peers (2015 data)
B.	Students eligible for PP Fund make less progress in maths (higher ability), English (middle ability) and EBACC (lower ability) than their national non-DS peers (2015 data)
C.	Students eligible for PP Fund that have more complex needs make less progress than their DS and non-DS peers (historic and internal data)
External barriers	
D.	Attendance rates for students that are eligible for the PP Fund are below the target for all students of 96%. This reduces their school hours and causes them to fall behind on average.
E.	Some of our students that are eligible for the PP Fund do not have the same level of access to wider life experiences as their peers

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP.	To close the gap so that students eligible for PP make progress at least in line with 'other' students. The gap is less than the national average and with the aim of a positive P8 score. This will be evidenced using English and maths written assessments in November, March and June.
B.	Improved rates of progress for low and middle attaining students eligible for PP.	Students eligible for PP identified as lower and middle attaining from KS2 levels / raw score make as much progress as 'other' students identified as this ability on entry, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) , progress leaders, SENCO, senior team and RSL.
C.	Increased attendance rates for students eligible for PP.	Overall attendance among students eligible for PP improves to 96% in line with 'other' students.
D.	All students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully	Students eligible for PP will experience wider life opportunities that enrich their social, emotional and personal health as well as providing them with a 'wider' knowledge and understanding that will inform their in school learning. Furthermore, all students will have the resources available to them to access, in full, their curriculum.
E.	Alternative curriculum provision for the minority of students eligible for PP that are not able to cope in mainstream schooling	Students that are not able to cope because of extreme emotional and social difficulties are able to access a personalised curriculum that is tailored to their needs and therefore make at least expected progress in terms of achievement and clear pathways, post16.

5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. High levels of progress in literacy and numeracy for Year 7 and 8 students eligible for PP.	<p>1: More curriculum time in Year 7 and 8 for students to mirror the approach in our primary feeder schools</p> <p>2: intensive phonics programme for those students identified as below the average KS2 raw score as well as those with reading ages 6 months below their actual age.</p>	We want to ensure that all of our students feel confident in their literacy and numeracy skills and therefore can access, fully, all areas of the curriculum. The EEF Teaching and Learning Toolkit shows an intensive phonics programme leads to +4 months progress. In addition, the teaching of Reading Comprehension strategies (during increased curriculum time for English) is shown to lead to +5 months progress.	<p>Training of relevant staff to deliver phonics programme.</p> <p>Base line assessment of students' needs to ensure that the teaching is matched to their current levels of skill.</p> <p>Termly assessment to measure and quality assure provision and progress to enable an evaluation, in full, leading to modifications.</p>	LY, VTN (MAR) and FNL	Termly
B. Improved rates of progress for low and middle attaining students eligible for PP.	<p>1: Quality first differentiated teaching for all DS (developing strategies from the EEF Toolkit for all year groups.</p> <p><i>*Trial and use of the Guilsborough Toolkit to share best practice</i></p> <p><i>*CPD for all staff focused on differentiation strategies</i></p> <p><i>*termly focus for MLT meetings to share best practice</i></p> <p>2: High quality assessment, marking feedback, dialogue for all students</p>	We want to offer high quality teaching to all students eligible for the PP Fund to raise levels of progress and attainment. The EEF Teaching and Learning Toolkit shows this strategy (high quality feedback) leads to +8 months progress and for Collaborative Learning +5 months.	<p>Rigorous and robust monitoring and evaluation will assess the progress made through a range of quality assurance methods with specific focus on DS. The quality assurance will be used in triad with student voice and data collected as well as whole school QA. Focus on:</p> <p>1: higher ability in maths</p> <p>2: middle ability in all measures (including the Open Element)</p> <p>3: lower ability in EBACC subjects</p> <p>In addition, the follow up visit from our external reviewer will provide a clear evaluation including next steps to develop practice, further.</p>	DTN/ ST	Termly (will vary depending on data collection for each year group – assessment calendar provides specific detail)

Total budgeted cost					£20,388.56
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Full time and part time Curriculum Assistants posts have clear impact in English and maths and Science.	<i>*baseline asses all students eligible for PP</i> <i>*use data to drive use of Curriculum Assistants both within and beyond English, maths and science lessons</i> <i>*Curriculum Assistants to devise programme for intervention and impact reports for specific students (liaising with LY)).</i> <i>*Timetables for all TAs (once ensuring that SEND statutory requirements are met) to be flexible relevant to need of student and subject</i> <i>*clear cycle of assess- intervene – assess –refine.</i> <i>*Termly impact reports (LY) concerning interventions and progress made as well as next steps</i>	EEF Teaching and Learning Toolkit shows this intervention strategy leads to + 4 months progress (small group tuition).	*Termly impact reports concerning intervention actions, progress made as well as next steps to tailor further intervention strategies/ support provided. *Engage with parents and students before intervention begins to address any concerns.	LY/DTN/ CA/ ST	Termly
Total budgeted cost (contribution from the PP Fund of)					£24,815.72
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Increased attendance rates	*monthly tracking of attendance data *Swift and timely action taken for those not meeting 96% *close partnership with parents as soon as enter the school so aware of expectations *support but also challenge as needed	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	*Thorough briefing of Attendance Officer about existing absence issues (LAK). *LAK, DTN and HOY etc. will collaborate to ensure new provision and standard school processes work smoothly together. *Same day calls about progress for target students.	Attendance Officer/ LAK/ DTN	Jan 17

	<p>*appointment of an attendance officer</p> <p>* follow whole school policy for attendance</p>		<p>*Personalised support and mentoring assigned to each PA student and parent eligible for PP.</p> <p>*Letters about attendance sent home</p> <p>*Attendance Officer to meet with (if necessary leading to visit at home) all PA DS to discuss attendance with parents / guardian and explore barriers and put in place support plan</p>		
<p>D. All students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully</p>	<p>*following transition meetings - audit of potential experiences/ opportunities we offer</p> <p>*organise relevant and engaging wider life opportunities mapped to identified needs e.g. sports activities and those linked to learning and skill development</p> <p>*All students are given the opportunity to take music lessons</p> <p>*Provision of equipment resources (including a scientific calculator and revision guides for Years 9,10 and 11)</p> <p>*All students eligible for the PP are provided with an electronic tablet on entry to our school</p> <p>* Working closely with the relevant Progress Leader any student deemed to be in need has access to a school breakfast</p> <p>*after hours revision sessions/ lunchtime sessions/ holiday sessions with transport provided for any DS.</p>	<p>EEF Teaching and Learning Toolkit demonstrates the following in terms of progress:</p> <p>Parental involvement: +3 months</p> <p>Arts participation: +2 months</p> <p>Outdoor adventure learning: +3 months</p> <p>Sports Participation: +2 months</p> <p>One to one tuition: +5 months</p> <p>Digital technology: +4 months</p>		<p>DTN and HOY</p>	<p>Termly</p>
<p>E. Alternative curriculum provision for the minority of students eligible for PP that are not able to cope in mainstream schooling</p>	<p>*continuation of provision for students into academic year 2016-2017</p> <p>*evaluation of impact on students' progress and learning</p>	<p>Social and emotional learning: +4 months</p> <p>Small group tuition: +4 months</p> <p>Reducing class sizes: +3 months</p>	<p>No student eligible for PP Fund becomes NEET because their education experience provides the students with a clear pathway for their future success.</p>	<p>LAK/LY</p>	<p>Termly</p>

6. Review of expenditure 2015/2016

Previous Academic Year

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
Improve attainment across the curriculum	High quality assessment and feedback for all students. Quality first teaching for all students	Impact: mixed Evidence in 2016 results of closing the gap. For 50% of the headline measures (compared with national non-DS) and 58% of measures (compared with Guilsborough Academy non-DS). Please see table (below) for further details Our approach shows promise as evident from: staff developing high quality marking and feedback for all students; evidence of using teaching and learning strategies as identified in the Toolkit, (as seen in work trawls and lesson observations); best practice shared in briefings and student voice feedback commented that they felt teacher feedback and marking helps them make progress.	Continued focus for GA with an intensive focus on student feedback, assessment dialogue between teacher and student as well as application following assessment of their learning. As a school we will continue to share best practice as well as develop and trial ideas/ strategies to ensure that it is the very best provision for our context. In terms of subjects, English Language as well as non- EBACC subjects will be a focus for closing the gap this academic year for all DS.	£18 photocopying £3491 staffing

ii. 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)	Cost
Improved results in maths and English	Small group tuition delivered by qualified teacher and/ or Curriculum Assistant.	<p>Impact high: Clear evidence in 2016 results of closing the gap for the basics measure. When compared with national non –DS 2015 the gap of only -6% and likewise the gap is closing when compared with school non-DS. Concerning summary figures, the gap is closing for maths both for attainment and progress. Regarding English, this is not a positive picture as the gap has widened. Concerning more able students, they have performed better than their peers nationally in terms of attainment and progress for English. In maths there is evidence of the gap closing for progress but widening for attainment (for this ability group). Equally, our less able students are showing clear evidence of closing both the attainment and progress gap in maths and English.</p> <p>Student voice has demonstrated that they welcomed the support and considered that they were making clear levels of progress.</p>	Focus on progress in English Language and middle ability in both subjects to continue to close the gap. In addition, focus on high ability DS in maths. Focus very much this year on high quality Wave 1 teaching to secure best outcomes for all.	£42,444 (full time intervention posts) £4,185 (support posts)

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	
A. Students were fully resourced and supported to access the curriculum and examinations	All students in Year 11 were provided with revision support materials as well as 'exam ready' packs. All Year 11 students that are eligible for the PP Fund to be disadvantaged were invited to attend additional revision sessions both after school and during holidays.	Impact high: all students were provided with revision books in Year 11 for all subjects. Student voice shared that this was positive in terms of supporting revision beyond the classroom. Please see section above as well as summary table (below) for data from 2016.	Next year we will continue this approach but provide students with these resources earlier in the school year. Equally, we will ensure that all students eligible for the PP Fund have their own copy of the English core texts so that they have full notes to revise for their forthcoming 'closed book' exams. Next year launch this earlier and with parents so viewed by all as part of the year long revision/ exam preparation programme	£1,679 £3,577	
	All Year 7 students (eligible for the PP Fund) received an electronic tablet.		Next year intensive induction programme for students (in addition to the year group wide one) to ensure that all students can use their tablets to maximise their learning and skill development.	£8,208	
	All parents/ carers of students eligible for the PP Fund were telephoned (in addition to normal school forms of communication) to inform them about parents' evenings as well as Year 8 options evening. For Year 8 options evening this also included one to one pathway discussions so that option choices were personalised.	Impact high: students eligible for PP Fund made all option choices on time; all demonstrate a broad and balanced curriculum providing a clear pathway at KS4 and beyond.	Next year repeat this approach and extend to one to one meeting with parents in first term of Year 7 focusing on curriculum interests but also wider learning experiences/ interests / needs.		
	Breakfast provided for those students identified by the pastoral team as most in need to support their concentration levels	Impact medium: highest uptake for breakfast since October 2014 but only a small number of students taking advantage of this.	Next year: audit by progress leaders of students most in need and this revised on a termly basis.	£104.00	
All students whose attendance was below school target were challenged and supported to raise this to at least this standard.	Impact medium: rise in attendance for all students hitting school target and a gap of - 1.13% between students that are eligible for the PP Fund and those that are not.	Appointment of an attendance officer to provide intensive support to those DS that are not at the school agreed figure of 96%.			

<p>B: All students eligible for PP Fund experience a varied and engaging wider curriculum and feel safe, confident and happy in our school</p>	<p>For the most able students, experience of the Honours Programme involving: a Growth Mindset course, experiencing a range of aspirational outside speakers and visiting universities.</p>	<p>Impact high: concerning our most able students' results (eligible for PP Fund) they not only showed clear evidence of closing the gap in the majority of headline measures but outperformed their non –DS peers (compared to 2015) national data) in some measures. Equally, 9 of our students eligible for the PP Fund have chosen to study, post-16, in our sixth form (compared to 3 the year before)</p>	<p>Next year repeat this approach but extend to all year groups so that all experience a visit to a university.</p>	<p>All visits (£2414)</p>
	<p>All students are given the opportunity to access a peripatetic music lesson once a week.</p>	<p>Impact high: All students made good progress (evidenced by peripatetic music teacher) and all wish to continue next year including those going into the sixth form.</p>	<p>Next year continue this provision because music lessons are valued by students and their parents- uptake for next year has already increased.</p>	<p>£1860.00</p>
	<p>Extra curriculum sports / arts participation- all students are given the opportunity to access both sports clubs and the chance to perform in the wide range of arts events. A</p>	<p>Impact mixed: Student voice feedback shows that our students eligible for the PP Fund feel safe in and enjoy being part our school. Concerning the participation in extra curricular sports activities, there has been an increase in uptake this year (in line with percentage of cohort of students eligible for the PP Fund).</p>	<p>Next year we have increased the curriculum time given to the arts and created a new faculty called 'Experience Arts.' This will allow our KS3 students greater experience of a range of arts as well the regular opportunity/ experience of performing/ displaying their work. Further student voice work in an aim to encourage greater participation in extra – curricular sports activities.</p>	<p>All visits (£2414)</p>
	<p>All of Year 7 students eligible for the PP Fund had the opportunity to attend the outdoor Frontier Camp to experience adventure learning as well as team building activities.</p> <p>Uniform was provided as needed on an individual basis.</p>	<p>Impact high: 89% (only 3 did not) of Year 7 students attended the visit. Student voice feedback was 100% positive detailing that all students considered it helped them make friends, get to know their tutor better, build their confidence. They would all recommend that future Year 7 went on this visit.</p> <p>Students felt smart and confident in school uniform.</p>	<p>Next year this to be offered upfront as part of 'package' for all Year 7 students eligible for the PP Fund with the increased focus on Year 7 to ensure that transition is a positive as possible and therefore there is no 'dip' in progress made.</p> <p>Continue approach into next academic year and develop as part of transition package, where appropriate.</p>	<p>£101</p>

<p>C: For the minority of students that are unable to cope in mainstream schooling alternative, personalised provision was achieved</p>	<p>The alternative provision was matched to the needs of the individual students.</p>	<p>Impact high: Exclusions were reduced in the academic year 2016-2016 compared to the year before. On-Track Programme: This provision has been successful for each of the students in the prevention of permanent exclusion, in engaging the students in education and thus enabling them to gain qualifications leading to college courses in year 12. Complementary Education. The access to this educational provision has enabled each of these students to reach their potential. Hospital and Outreach. Clear impact positive impact on attendance. College courses. Students successfully followed a level 1 college course for one day a week. This has assisted their transition to college in year 12 and boosted engagement levels in school.</p>	<p>Too much of the fund was spent on this intervention. Following evaluation of impact and spending, this to now be greatly reduced for next academic year.</p>	<p>£192 (Educational services) £54,097</p>
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7. Summary of Results for those receiving the Pupil Premium Grant (compared to those students that are not for 2014-2015) 2015-2016

Headline Figure	Change in gap with national between 2015-2016 GC: gap closing GW: gap widening	Headline Figure	Change in in-house gap between 2015-2016 GC: gap closing GW: gap widening
Attainment			
Average Total Points	GC	Average Total Points	GC
Attainment 8 overall	GC	Attainment 8 overall	GC
Basics	GC	Basics	GC
English Element	GW	English Element	GW
Maths Element	GC	Maths Element	GC
Ebacc Element	GC	Ebacc Element	GC
Open Element	GW	Open Element	GW
Progress			
Progress 8 overall	GW	Progress 8 overall	GW
English Element	GW	English Element	GW
Maths Element	GC	Maths Element	GC
Ebacc Element	GW	Ebacc Element	GC
Open Element	GW	Open Element	GW

