



Pupil Premium Fund strategy statement: Guilsborough Academy 2017-2018

1. Summary information for 2017-2018					
School	Guilsborough Multi Academy Trust				
Academic Year	2017/18	Total PP budget	£15200	Date of most recent PP Review	Jan 2016
Total number of pupils	1315	Number of pupils eligible for PP	150	Date for next internal review of this strategy	Jan 2018

2. Attainment / Progress 2016 -2017		
	GA Pupils eligible for PP (in school data)	Pupils not eligible for PP national average 2016
Progress 8 score average (from 2016/17)	-0.07 (-0.03)	0.11
Attainment 8 score average (from 2016/17)	35.89 (40.19)	49.8

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (identified from historic data)	
A.	Students that are eligible for PP Fund, that are considered to be prior middle attaining make less progress than their national non –DS peers (2017 data)
B.	Students that are eligible for PP Fund and are considered to be prior lower attaining for maths make less progress than their in house non- DS peers
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)
D.	Students that are eligible for the PP Fund make less progress in the open element than their national and in house non-DS peers

External barriers	
E.	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.
F.	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 maintaining a positive P8 score for English and achieving this for maths. This will be evidenced using English and maths assessments three times a year.
B.	Improved rates of progress for low and middle attaining students eligible for PP with specific reference to maths	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 –with specific reference to maths. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) , progress leaders, SENCO, senior team and Strategic Leadership Team for Disadvantaged Students.
E.	Increased attendance rates for students eligible for PP.	Overall attendance among students eligible for PP improves to 96% in line with 'other' students.
C.	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.
D.	All students eligible for PP make the same levels of progress as their non –DS peers in the open element	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 achieving a positive P8 for the open element – evidenced following each data trawl- three times a year.
F.	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		2017/18			
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.	1: intensive reading programme (including phonics programme where appropriate) for those students identified as below the average KS2 raw score as well as those with reading ages 6 months below their actual age 2: intensive numeracy programme for those students identified as below average KS2 raw score as well as those considered working at 6 months below their actual age.	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.	Training of relevant staff to deliver differentiated reading programmes e.g. phonics. Base line assessment of students' needs to ensure that the teaching is matched to their current levels of skill. Termly assessment to measure and quality assure provision and progress to enable an evaluation, in full, leading to modifications. Appointment of additional maths teacher to support intervention/ whole class teaching.	LY, JON and NLD	Termly

<p>A. Improved rates of progress for prior lower and middle attaining students eligible for PP.</p>	<p>Continued intensive focus on Quality First Teaching for all with three specific strands: 1:Challenge for ALL 2:Quality First Next Steps 3:Quality First DIRT and dialogue 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. The robust quality assurance with a focus on the progress of DS will continue next year with the Lead Teacher in the principal role with this aspect.</p>	<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>	<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: 1: PLAS 2: PMAS 3: Maths</p>	<p>DTN/ BYR/ STN/ FNL</p>	<p>Termly (will vary depending on data collection for each year group – assessment calendar provides specific detail)</p>
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<p>B, To focus on provision for DS within the maths department to diminish the difference further DTN</p>	<p>*To provide high quality intervention using the maths teacher funded through the DS fund. *Introducing resources based on the cycle of assessing of knowledge, working to improve gaps in knowledge and retesting knowledge. *Training staff, both delivering the intervention and for main class teachers, to ensure the effectiveness of the provision *To rewrite the KS3 SOL to ensure better support and attainment for PMADS and PLADS *Targeted intervention in registrations for specific Year 11 *Targeted intervention in registrations for Year 7 students to consolidate numeracy e.g. knowledge of times tables. Using Year 10 students as mentors *Send additional support home for DS and for Year 11 to provide paper copies of revision materials and predicted papers</p>	<p>The 2017 results in maths for our DS, whilst extremely pleasing for our PHAS (outperforming their non –DS peers) still shows a difference for our PLAS and PMAS and therefore must be a priority area for the PP Fund. Equally, the Sutton Trust EEF Toolkit shows: increased progress for: Collaborative learning and smaller group tuition/ mentoring</p>	<p>The role of the numeracy co-ordinator this year is to lead on intervention to identify the target groups, monitor and evaluate the impact and then modify practice as needed.</p> <p>Training/ visits to excellent examples of practice to support staff further in developing and delivering highly differentiated teaching and learning.</p> <p>Lead intervention teacher to devise specific resources that are highly effective and then share these with the department.</p>	<p>FNL/ DTN</p>	<p>Following each data trawl but also on a more formative basis following the set period of each intervention session.</p>
Total budgeted cost					£45, 837

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.	<ul style="list-style-type: none"> *use data to drive use of Curriculum Assistants both within and beyond English, maths and science lessons *Curriculum Assistants to devise programme for intervention and impact reports for specific students (liaising with LY and BYR). *Timetables for all TAs (once ensuring that SEND statutory requirements are met) to be flexible relevant to need of student and subject *Clear cycle of assess-intervene – assess –refine. *Termly impact reports –in liaison with literacy and numeracy coordinators concerning interventions and progress made as well as next steps 	EEF Teaching and Learning Toolkit shows this intervention strategy leads to + 4 months progress (small group tuition).	<ul style="list-style-type: none"> *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/ BYR and STN	Termly
Total budgeted cost (contribution from the PP Fund of)					£24,344
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?
E. Increased attendance rates	<ul style="list-style-type: none"> *monthly tracking of attendance data *Swift and timely action taken for those not meeting 96% *close partnership with parents so aware of expectations *support but also challenge as needed *liaison between PP Champion and attendance officer * follow school attendance policy 	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.	<ul style="list-style-type: none"> *Thorough briefing of Attendance Officer about existing absence issues (LAK). *LAK, BYR and HOY etc. will collaborate to ensure new provision and standard school processes work smoothly together. *Same day calls about progress for target students. *Personalised support and mentoring assigned to each PA student and parent eligible for PP. *Letters about attendance sent home 	Attendance Officer/ LAK/ BYR	January 2018 March 2018 July 2018

			*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		
D. All students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully	<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 Arts participation: +2 months Outdoor adventure learning: +3 months Sports Participation: +2 months</p> <p>One to one tuition: +5 months</p> <p>Digital technology: +4 months</p>	<p>Student and staff voice to indicate whether this has a clear impact on learning as well as the social and emotional development of students.</p> <p>*Tracking of progress by music teacher for those receiving additional lessons as well as student voice in terms of engagement and enjoyment.</p> <p>*Clear tracking of resources received by students</p> <p>*Tracking of those attending breakfast club and regular revisiting of the list to ensure is supporting those who benefit from it</p> <p>*Registers for revision sessions so that can monitor who is attending as well as greater communication with home to support attendance at these sessions</p>	BYR/ DTN and HOY	Termly
D. All students eligible for PP make the same levels of progress as their non –DS peers in the open element	<p>*Any student deemed to be disadvantaged in Year 11 identified as not making at least expected progress is part of a Senior Leadership Team mentoring scheme. This will involve: regular communication with home; regular 1:1 meetings/ coaching sessions; extra support and challenge for identified students.</p> <p>*In Year 8, extended support for all students deemed to be disadvantaged in choosing options to enable full access to a range of post -16 pathways</p>	<p>EEF Toolkit states the following in terms of impact.</p> <p>Mentoring: +1 month One to One Tuition: +5 months</p>	<p>*The Assistant Principal will identify the relevant students as a priority progress group using the data trawls to measure impact and ensure the correct students are identified.</p> <p>*Training for all leaders who are part of the scheme to ensure consistency</p> <p>*Student voice to inform current and future practice</p>	HVY/ DTN and SLT	Termly

F. Alternative curriculum provision for the minority of students eligible for PP that are not able to cope in mainstream schooling	*continuation of provision for students into academic year 2016-2017 *evaluation of impact on students' progress and learning	Social and emotional learning: +4 months Small group tuition: +4 months Reducing class sizes: +3 months	No student eligible for PP Fund becomes NEET because their education experience provides the students with a clear pathway for their future success.	LAK/LY	Termly
Total budgeted cost					£ 81,819

6. Review of expenditure 2016/2017

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
<p>A. Improve attainment across the curriculum with a specific focus on English, Maths and Open. Robust quality assurance to ensure quality first teaching and learning for all</p>	<p>High quality assessment and feedback for all students.</p> <p>1: Quality first differentiated teaching for all DS (developing strategies from the EEF Toolkit for all year groups. <i>*Trial and use of the Guilsborough Toolkit to share best practice</i> <i>*CPD for all staff focused on differentiation strategies</i> <i>*termly focus for MLT meetings to share best practice</i></p> <p>2: High quality assessment, marking feedback, dialogue for all students</p> <p>3: Termly QA to monitor, evaluate, share best practice and next steps.</p>	<p>Impact: good</p> <p>Evidenced in 2017 results. Against P8 for 2016, there were significant increases for all measures:</p> <p>1: Overall increase: +0.23 2: English increase: +0.31 3: Maths increase: + 0.11 4: Ebacc increase: +0.09 5: Open increase: +0.38</p> <p>The impact concerning English and Open is particularly pleasing as these were two of the focus areas for the academic year 2016-2017.</p>	<p>Continued focus for GA with an intensive focus on Quality First Teaching for all with three specific strands: Challenge for ALL, Quality First Next Steps and Quality First DIRT and dialogue</p> <p>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.</p> <p>In terms of subjects, Maths will be the focus for continuing to diminish the difference this academic year for all DS.</p> <p>The robust quality assurance with a focus on the progress of DS will continue next year with the Lead Teacher in the principal role with this aspect.</p>	<p>£2,805</p>

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
B. Improved rates of progress for specific progress groups with reference to PLAS and PMAS as well as higher ability in maths	<p>High quality assessment and feedback for all students.</p> <p>1: Quality first differentiated teaching for all DS (developing strategies from the EEF Toolkit for all year groups. <i>*Trial and use of the Guilsborough Toolkit to share best practice</i> <i>*CPD for all staff focused on differentiation strategies</i> <i>*termly focus for MLT meetings to share best practice</i></p> <p>2: High quality assessment, marking feedback, dialogue for all students</p> <p>3: Termly briefings focused on student progress by prior attainment so that all staff have a clear understanding and awareness to support and challenge further.</p>	<p>Impact: mixed</p> <p>Whilst there is clear evidence of excellent progress (compared to 2016 results) for the prior higher attaining students is positive in all measures (+0.38 P8 overall, +0.34 for English and +0.19 for maths) it is particularly pleasing that this is positive for maths. For prior lower attaining and prior mid attaining students there is still a difference and therefore these specific groups remain an area of focus.</p>	<p>It is clear that the focus did have a positive impact on all progress groups for those students deemed to be disadvantaged. This will continue to be an area of focus on prior mid attaining students and specifically prior lower attaining in maths.</p>	

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>C. High levels of progress in literacy and numeracy for Year 7 and 8 students eligible for PP.</p>	<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>	<p>Impact: Mixed</p> <p>More time secured for students in Year 7 and Year 8 for English and maths. In both years our in-house data shows no significant difference and the vast majority of students are on track concerning their progress pathways.</p> <p>In terms of the phonics programme, due to staffing issues this has now been postponed until the next academic year.</p>	<p>This approach will continue next year in our aim to focus on diminishing any difference as early as possible in students' secondary school careers. Staff will be trained during Term 1 of 2017-2018 with the aim, driven by baseline testing, that specific literacy and numeracy needs will be identified and then intensive intervention will both challenge and support all students deemed to be disadvantaged so that they are at least at actual age concerning literacy and numeracy.</p>	<p>£62,341 (staffing)</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Students were fully resourced and supported to access the curriculum and examinations	<p>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.</p> <p>All Year 7 students (eligible for the PP Fund) received an electronic tablet.</p> <p>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.</p> <p>Breakfast provided for those students identified by the pastoral team as most in need to support their concentration levels</p> <p>All students whose attendance was below school target were challenged and supported to raise this to at least this standard.</p>	<p>Impact high: all students were provided with revision books in Year 11 for all subjects as well as core texts for English. Student voice shared that this was positive in terms of supporting revision beyond the classroom. The P8 comparisons compared to 2016 also demonstrate clear progress for this cohort.</p> <p>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.</p> <p>Impact medium: higher uptake for breakfast but only a small number of students taking advantage of this.</p> <p>Impact medium: rise in attendance for all students hitting school target and a gap of - 1.67% between students that are eligible for the PP Fund and those that are not.</p>	<p>Next year we will continue this approach but provide students with these resources earlier in the school year. Next year we will also launch this earlier and with parents so viewed by all as part of the year long revision/ exam preparation programme</p> <p>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.</p> <p>Next year repeat this approach and extend to one to one meeting with parents of Year 7 focusing on curriculum interests but also wider learning experiences/ interests / needs. In addition, ensure that all DS in Year 11 and Year 10 receive an unbiased careers interview to explore all possible routes, post-16.</p> <p>Next year: audit by progress leaders of students most in need and this revised on a termly basis in liaison with the PP Champion.</p> <p>Close liaison between PP Champion and attendance officer to provide intensive support to those DS that are not at the school agreed figure of 96%.</p>	

<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>Students in receipt of the PP Fund are given opportunities for wider life experiences to inform their learning and support their preparation for revision</p> <p>All students are given the opportunity to access a peripatetic music lesson once a week.</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 and a contribution was made to all of those joining Guilsborough Academy in 2017.</p>	<p>Impact high: concerning our most able students' results (eligible for PP Fund) they outperformed their non –DS peers (compared to 2016 national data). Equally, 7 of our students eligible for the PP Fund have chosen to study, post-16, in our sixth form which demonstrates a positive trend.</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>Impact high: 95% (only 2 did not) of Year 7 students attended the visit. Student voice feedback was 100% positive. 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 repeat this approach but extend to all year groups so that all experience a visit to a university.</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>Continue approach into next academic year and develop as part of transition package, where appropriate.</p>	<p>£23,559</p>
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<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 2017-2018 compared to the year before. On-Track Programme: This provision has been successful in the prevention of permanent exclusion, in engaging the student in education and thus enabling them to gain qualifications leading to a college course in year 12.</p>	<p>Too much of the fund was spent on this intervention in previous years. Following evaluation of impact and spending, this to now be greatly reduced for future academic years with one student only now on this programme.</p>	<p>£900</p>
			<p>Total Spending:</p>	<p>£89,605</p>

7. Summary of Results (2017) for those receiving the Pupil Premium Grant:

Provisional Progress 8 measures for 2016-17

National average for P8 is 0

Disadvantaged Students (25 students)	Difference- comparing results from 2016 to 2017	Data Dashboard P8 Element For 2017
overall	+0.19	Top 20%
English	+0.26	Top 20%
Maths	+0.07	Top 20%
EBacc	+0.08	Top 10%
Open	+0.31	Middle quintile