

Pupil premium strategy statement (GILES ACADEMY)

1. Summary information					
School	Giles Academy				
Academic Year	18/20	Total PP budget	204,765	Date of most recent PP Review	12/18
Total number of pupils	992 (881)	Number of pupils eligible for PP	219	Date for next internal review of this strategy	3/19

2. Current attainment (Based on unvalidated results)						
	Pupils eligible for PP		Pupils not eligible for PP		National non-PP (PP)	
	2017	2018	2017	2018	2017	2018
Progress 8 score	- 0.67	- 0.56	-0.63	-0.49	0.11	0.13
Attainment 8 score average	30.88	35.28	34.52	37.76	49.76	50.6
% pupils achieving 5+ in English and maths	4	21	18	17	49	45(All)
% pupils achieving 4+ in English and maths	19	-	34	46(All)	71	66(All)
% achieving the EBacc	0	0	7	4	26	-
Progress 8 element: English	- 0.46	- 0.53	-0.67	-0.71(All)	0.11	-
Progress 8 element: Maths	- 0.61	- 0.67	-0.22	-0.43(All)	0.11	-
Progress 8 element: English Baccalaureate	- 0.58	- 0.62	-0.48	-0.59(All)	0.13	-
Progress 8 element: Open	-0.93	-0.43	-1.01	-0.57(All)	0.09	-
% pupils staying in education or going into employment	89	-	98	-	96	-
3. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers						

D.	Improve tracking of attendance across all year groups and all pupil groups through improvement of systems and involving all parties within pastoral teams (first day phone calls by PCs/tutors). Set up an Attendance Working Group for staff (namely pastoral teams) to discuss, resolved and share practices. EWO new services to support all parties.	Generation of improved attendance tracking systems for all parties to access and respond to. Reduction in overall absence %.	
5. Planned expenditure			
Academic year	2018/19		
Summary of school strategies			
Chosen action / approach	Cost	Evidence Strength	Impact
Feedback High impact for very low cost, based on moderate evidence.			
Metacognition and self-regulation High impact for very low cost, based on extensive evidence.			
One to one tuition Moderate impact for high cost, based on extensive evidence.			
Homework (Secondary) Moderate impact for very low cost, based on moderate evidence.			
Collaborative learning Moderate impact for very low cost, based on extensive evidence.			

<h3>Outdoor adventure learning</h3> <p>Moderate impact for moderate cost, based on moderate evidence.</p>			
<h3>Small group tuition</h3> <p>Moderate impact for moderate cost, based on limited evidence.</p>			
<h3>Reducing class size</h3> <p>Moderate impact for high cost, based on moderate evidence.</p>			
<h3>Arts participation</h3> <p>Low impact for low cost, based on moderate evidence.</p>			
<h3>Sports participation</h3> <p>Low impact for moderate cost, based on limited evidence.</p>			
<h3>Mentoring</h3> <p>Low impact for moderate cost, based on moderate evidence.</p>			
<h3>Aspiration interventions</h3> <p>Very low or no impact for moderate cost, based on very limited evidence.</p>			

Setting or streaming

Negative impact for very low cost, based on moderate evidence.



-1

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?
Subject Specialist Teacher Support	Small group and one-to-one intervention; Collaborative teaching; Feedback.	Several EEF reports and evaluations support similar provisions which increase the opportunities for these approaches to take place. All provisions have high to moderate impact.	Additional subject teachers are allocated in targeted class groups for all subjects (particularly Core Subjects) across most year groups. CPD.	SLT- HOD	Termly
Increasing the amount of high quality feedback or one to one attention learners receive.	Reduce class sizes in Maths groups	EEF states this provision has moderate impact based on moderate evidence.	Sustain a big enough teachers workforce to allow additional sets in different year groups for most subjects	SLT	Termly
Improve students' learning and first quality teaching.	Feedback, homework and self-regulation.	This provision has high impact based on moderate evidence from EEF studies.	Using a research-based approach we have implemented the Academy Learning, Teaching and Marking policy that best benefit our students. Supported by CPD and focus weeks	SLT	Termly

Raise their aspirations for PP students	Careers	Embedding careers into our provision will help students to see why they are learning a rich and versatile curriculum and what they could do with it in the future. Support work experience across KS4 and KS5 years	Raise careers aspirations with support from the Head Giles Future.	SLT	Termly
To provide clear tracking of PP students within all curriculum areas and all year groups.	Tracking	NfER, Edudatalab, FFT, Ofsted reports and EEF toolkits. Under the new CIF, Ofsted look at current tracking/progress of PP students in addition to historic data.	Implementation of Sisra or 4Matrix to support focus on PP students and their performance at subject, year group and school level.	SLT/HODs	Termly
Provide students with structured, specialist led revision session and examination practice to improve and secure results for all.	Exam Support Timetable	Provide first quality teaching in a structured study leave, maximising intervention based on assessment and building students' confidence in forthcoming exams. Benefit for not having a traditional study leave.	A customised timetable prior to any GCSE exam in the summer series will be provided by SLT for every subject in direct collaboration with HOD.	SLT – HOD - HOY	6/19
Improve students' performance for Core Subjects.	Summer term additional lessons	EEF research extending the school day demonstrates that moderate improvement can be achieved if students get additional time. This provision of increasing learning time would benefit all students, but particularly PP students.	Y11 students might be provided with additional core subjects' curriculum time based on curriculum availability. Teaching staff will make use of the extra lesson time in Term 5 to ensure that all topics are revised. Timetable to be provided by SLT	SLT – HOD	06/19

Improve students' performance for all subjects.	Spring/Summer terms daily booster lesson.	EEF research extending the school day demonstrates that moderate improvement can be achieved if students get additional time. This provision of increasing learning time would benefit all students, but particularly PP students.	Y11 students are provided with a daily 30 minutes' booster lesson, over 2 weeks they are provided a lesson in all subjects and two lessons in each core subject. Timetable to be provided by SLT	SLT – HOD	02/19
Total budgeted cost					101,400
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?
Mentors will work on setting targets and review PP provisions to secure impact and help students to build confidence, or to develop resilience and character.	Mentoring	EEF research for 'Mentoring' was used here as our aim is to have a clear structure and expectation for mentors, supported by training for mentors who are from a professional background and part of the pastoral team who support students throughout their academic life at the school. The factors listed above are associated with more successful outcomes.	Provide CPD to Progress Coordinators and leaders to secure skills to identify PP students effectively and link different factors that might influence students to underachieve. This training will support the pastoral and academic teams to provide early intervention and targets to minimise barriers on students' achievements in the long term. Provide time for progress coordinator to meet students regularly to assess needs and build strong relationships.	Pastoral Leaders / Progress Coordinators	Termly

Showcase PP students' needs and successes on a single document to improve provision at an individual level maximising outcomes.	Disadvantage Pen Portraits	EEF research for 'Mentoring' was used here as our aim is to have effective tools to support mentors' capability to advise strategies and monitor impact at individual student level.	Monitor and support teams to generate and publish Disadvantage Pen Portraits for KS4 and KS3 PP students. Improve the provision with review meeting.	SLT ./ Pastoral Leaders / Progress Coordinators	Termly
Improve LAC students' performance Core subjects.	One-to-one lessons	EEF research extending the school day demonstrates that moderate improvement can be achieved if students get additional time.	LAC students will be provided with one-to-one lessons in core subjects.	LAC Coordinator	Termly
To provide additional support to all PP students in Maths to achieve or surpass their target.	Maths LSA	EEF research on impact of TAs in the classroom demonstrates that moderate improvement can be achieved if the support supplements the teaching and learning instead of substitutes.	Well qualified LSA that understands the curriculum and is able to independently assess student needs and identify appropriate resources for students. Greater communication with teachers to improve quality of teaching in the classroom and planning.	HOD	Termly
Improve PP students' performance for MFL.	MFL Assistants	EEF research for 'Affordable Individual and Small Group Tuition' was used here as our MFL assistants possess strong pedagogical skills and subject knowledge.	MFL assistants time will be reviewed and manage more efficiently to take small intervention groups out of teaching groups	HOD	Termly

Total budgeted cost					68000
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?
Closely track the attendance of pupil groups, namely PP, within each year group.	Attendance/EWO Focused on improving year group management and monitoring of attendance.	EEF research on impact improvements on attendance is moderate for moderate cost with extensive evidence.	CPD to be provided by SLT to maintain standards and expectations. EWO to work with students falling below 95%. Attendance trackers for each year group.	SLT/HOY	Weekly
Effective leadership of PP	AHT assigned to lead PP	Based on the latest PP Ofsted report this will improve outcomes for all students in receipt of PP funding.	Value for money through effective implementation of EEF interventions to diminish the difference	AHT	Termly
Improve sports participation as an approach to improve attendance, engagement and attainment.	Physical Education Coaching/ Horse Riding/ Cheerleading	Based on EEF engaging in sports as a means to increase educational engagement and attainment can be effective but evidence is difficult to show impact.	SLT to develop a timetable that allow all students to benefit from coaches' expertise during PE lessons and support extra-curriculum activities; as well as, supporting and promoting local and national competitions participation in all year groups.	SLT-HOD - LAC coordinator	Termly

Daily preparedness to learning, improving attendance and students social interaction.	Breakfast Club	The impact of free school breakfasts on academic progress is one of six new trials to be funded by EEF.	Review current provision and carry out students' surveys to analyse impact and benefits.	SLT	03/19
For every student (including PP) in years 8 to 11 to participate in the Character Education Programme at Giles Academy.	Giles Adventure (Y8-Y9) and DofE (Y10-Y11)	There is significant evidence supplied by the Duke of Edinburgh's Award Scheme, OFSTED and EEF which recognises that by completing an award, young people develop a wide range of personal skills and characteristics which go towards developing them as individuals, improving confidence, self-esteem and career progression.	A dedicated team of specialist and experienced staff have been appointed to lead the delivery. This team have a proven track record of an exceptionally high success rate. Time has been identified in the curriculum to allow for the delivery in accordance with the award scheme requirements and sufficient levels of staffing have been allocated.	SLT/DR	Termly
Improve self-confidence and learning engagement within FSM students and other PP students.	General	Support financially FSM students to attend educational trips, music lessons, buy educational resources to improve engagement and support partially cost of uniform.	HOD/HOY to ensure that trips and educational resources are subsidising by the school to all FSM students.	SLT/HOD/HOY	Ongoing

Parents Engagement.	Parent evenings and revision evening transport for FSM students. Parents' CPD.	EEF suggests that these provisions could have moderate impact for moderate cost. All aimed at increasing parents' involvement in supporting their children's academic learning.	Pastoral leaders to organise parent evenings with approaches that support parents' engagement.	SLT/HOY	Termly
Total budgeted cost					35000

6. Review of expenditure – Available as a separate document, refer to the school website for further information

Previous Academic Year	2018/19
-------------------------------	----------------