



















Service Pupil premium strategy statement (GILES ACADEMY)

1. Summary information					
School	Giles Academy				
Academic Year	18/20	Total SPP budget	3000	Date of most recent SPP Review	12/18
Total number of pupils	992 (881)	Number of pupils eligible for SPP	10	Date for next internal review of this strategy	

2. Current attainment				
	Pupils eligible for Service Premium		Pupils not eligible for SPP	National non-SPP
	2017	2018	2018	2017
Progress 8 score	1.07	- 0.01	-0.51	0.11
Attainment 8 score average	44	48	37.06	49.76
% pupils achieving 5+ in English and maths	100%	100%	18	49
% pupils achieving 4+ in English and maths	100%	100%	49	71
% achieving the EBacc	100%	0	3	26
Progress 8 element: English	0	1	-0.63	0.11
Progress 8 element: Maths	1	0	-0.36	0.11
Progress 8 element: English Baccalaureate	1	0.5	-0.56	0.13
Progress 8 element: Open	1.5	-0.6	-0.49	0.09
% pupils staying in education or going into employment	100%	100%	100%	96
3. Barriers to future attainment (for pupils eligible for SPP)				
In-school barriers				

A.	Progress in EBacc option subjects.		
B.	Emotional and behaviour.		
External barriers			
D.	Emotional.		
4. Desired outcomes			Success criteria
A.	Improve performance in A8 in EBacc and Open elements. Consolidating curriculum coverage and suitability; and improving A8 in line with comparable data for Science.		Improve A8 measure for named subjects and consequently the Attainment 8 elements.
B.	Personalised mentoring programme for SP individuals to identify barriers to learning and thus boost attainment, progress and career aspirations.		Mentoring programme builds deep understanding of student emotional needs and implements intervention early on.
C.	Improve parental engagement		Improve communication.
D.	Reduce behaviour barriers among SP students.		Restorative Justice programme to reduce % below national and external mentoring.
5. Planned expenditure			
Academic year	2018/19		
Summary of school strategies which impact are based on evidence and research from EEF, nFER, DfE and Ministry of Defense.			
Chosen action / approach	Cost	Evidence Strength	Expected Impact
Mentoring			
Low impact for moderate cost, based on moderate evidence.			

<h2>Behaviour interventions</h2> <p>Moderate impact for moderate cost, based on extensive evidence.</p>			
<h2>Feedback</h2> <p>High impact for very low cost, based on moderate evidence.</p>			
<h2>Outdoor adventure learning</h2> <p>Moderate impact for moderate cost, based on moderate evidence.</p>			
<h2>Collaborative learning</h2> <p>Moderate impact for very low cost, based on extensive evidence.</p>			
<h2>Arts participation</h2> <p>Low impact for low cost, based on moderate evidence.</p>			
<h2>Aspiration interventions</h2> <p>Very low or no impact for moderate cost, based on very limited evidence.</p>			
<p>The three headings below enable schools to demonstrate how they are using the Service Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</p>			
<p>i. Quality of teaching for all</p>			

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?
Raise their aspirations for SP 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	12/18
To provide clear tracking of SP 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 in-house tracking system to support focus on SPP students and their performance at subject, year group and school level.	SLT/HODs	12/18
Total budgeted cost					300
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?

<p>Specialist Service mentor will work on supporting students emotionally and liaising with families and Progress Coordinators to improve behaviour and resilience. Introduce the Hero Hub club to support peer-mentoring for SSP students and friend.</p>	<p>SSP Mentoring</p>	<p>Minister of Defence research for 'Mentoring' was used here as our aim is to support students by a mentor who have extensive experience on the barriers that SSP are facing.</p>	<p>Provide time for SSP mentor to meet students regularly to assess needs and build strong relationships.</p>	<p>Pastoral Leaders / SSP mentor</p>	<p>Termly</p>
<p>Mentors will work on setting targets and review SPP provisions to secure impact and help students to build confidence, or to develop resilience and character.</p>	<p>Mentoring</p>	<p>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.</p>	<p>Provide CPD to Progress Coordinators and leaders to secure skills to identify SPP 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.</p>	<p>Pastoral Leaders / Progress Coordinators</p>	<p>Termly</p>

Showcase SPP 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 SPP students. Improve the provision with review meeting.	SLT ./ Pastoral Leaders / Progress Coordinators	Termly
Total budgeted cost					2300
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?
Effective leadership of SPP	AHT assigned to lead SPP	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 and Ministry of Defence interventions to diminish the difference	AHT	Termly
Reduce permanent and mid-term exclusions within SPP students.	Restorative Justice and external mentoring	EEF research on impact improvements on attendance is moderate for moderate cost with extensive evidence.	SLT/HOD/HOY/Pastoral teams to receive Restorative Justice behaviour training.	SLT	10/18
Total budgeted cost					200

The three headings below enable our schools to demonstrate how we are using positive discrimination of the Pupil Premium with Service Pupils 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?
Improve students' learning and first quality teaching.	Feedback	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
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	12/18
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	12/18
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	12/18

Total budgeted cost					200
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?
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	12/18
Total budgeted cost					70
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?
For every student (including PP) in years 8 to 13 to participate in the Character Education Programme at Giles Academy.	Giles Adventure (Y8-Y9) and DofE (Y10-Y13)	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	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	SLT/DR	12/18

		towards developing them as individuals, improving confidence, self-esteem and career progression.	sufficient levels of staffing have been allocated.		
				Total budgeted cost	150

6. Review of expenditure – Available as a separate document, refer to the school website for further information	
Previous Academic Year	2018/19