

Pupil Premium Strategy Statement 2016-17

1. Summary information 2016/2017

School	Perry Beeches The Academy- £935 (FSM and Ever 6 students) £300 (Service Students)				
Academic Year	2016/17	Total PP budget	£368,340.00	Date of most recent PP Review	Autumn 2016
Total number of pupils	923	Number of pupils eligible for PP	350	Date for next internal review of this strategy	Autumn 2017
				Date for External Review	5 th April 2017

2. Attainment – 2015/2016

	Pupils eligible for PP (your school)			Pupils not eligible for PP (your school)	
	NA	Best Entry	First Entry	Best Entry	First Entry
Progress 8 score average (from 2015/16)	0.12	0.58	0.46	0.41	0.27
Attainment 8 score average (from 2015/16)	52.72	53.07	52.66	55.15	53.76
% 9-5 English and Maths	70	92.8	72	94.5	79.1
% Taking Ebacc		27.5	27.5	46.4	46.4
% Achieving Ebacc	29	24.6	25	28.2	28.2

3. Attendance

Attendance: (To date, need to be updated at end of year)	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)
% missed due to overall absence 2014/15	97.52	98.19
% missed due to overall absence 2015/16	97.39	98.03

Rationale for the current barriers identified:

The barriers identified were identified based on the data from the previous academic year (2014/15) (See table below). This data identified a need to close the gap in the progress made by students in English and Maths, when comparing Pupil Premium Students with Non Pupil Premium students.

NB:

For the academic year 2015/16 the Pupil Premium budget was not devolved to the school under the previous leadership of the Trust. As a result, the costings are not included as they are not linked to a budget held by us.

4. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school*)

A.	Timely Interventions
B.	Progress and Attainment
C.	Literacy and Numeracy skills

External barriers (*issues which also require action outside school*)

D.	Attendance and Exclusion
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Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Timely Interventions	<ul style="list-style-type: none"> • Evidence of data tracking for PP students (use national comparators and other comparators where possible). • Evidence of whole school intervention for PP students (success cohorts) • Evidence of individualized PP performance data and target setting • Evaluation of impact
B	Progress and Attainment	<ul style="list-style-type: none"> • Increased attainment overall for disadvantaged pupils. • No gap between overall Progress 8 for disadvantaged pupils and other pupils nationally. • Pupil Premium Specific Target for all staff performance Management. • To secure active engagement among all students through classroom strategies in all lessons- in order to narrow the gap in achievement between PP and non PP students
C	Literacy and Numeracy skills	<ul style="list-style-type: none"> • PP children make better progress in reading so that their writing is influenced by this • PP children can achieve well in spelling • Children enjoy reading and can talk enthusiastically about a book they are enjoying • PP children achieve in line with non-PP children.
D	Exclusion and Attendance	<ul style="list-style-type: none"> • Reduction in the % of disadvantaged pupils in 2015/16 who receive 1 or more fixed term exclusions. • Reduction in the % of disadvantaged pupils in 2015/16 who receive 1 or more internal isolation. • Overall attitude to learning scores for disadvantaged pupils in line with other students. • Higher % attendance for disadvantaged pupils than in 2015/6. • Lower % of persistent absentees who are disadvantaged than in 2015/16. • Overall rates of attendance and persistent absenteeism for disadvantaged pupils in line with other students.

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.					
6. Planned expenditure					
A. Quality of teaching for all/targeted support/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?
Timely Interventions	Appointment of senior leaders with either overall or part responsibility for coordinating a range of strategies that will improve the progress of disadvantaged pupils. Use intervention based approach to inform careers education and advice, targeted for PP students.	Having a lead focus will enable all key staff to be informed about disadvantaged students with senior leader having responsibility for data tracking, financial tracking and interventions. Need for careers education from years 8-11 to increase the options and choices for all students from an early age.	<ul style="list-style-type: none"> Senior Leader will oversee meetings between faculties and pastoral team to ensure progress of disadvantaged students is monitored and impact is measured. To ensure clear data tracking systems to drive teaching and learning and to ensure all pupils make the progress expected in a year & across the key stage. Data coordinator to lead on data analysis and tracking where needed. Staff appointed for Careers Education	EGY/KLO/KBL/CKI/MBA	<ul style="list-style-type: none"> This will be a KPI throughout the year but monitored alongside progress review cycles. Regular meetings set up to monitor subject areas Review of data (by SLT/external partner) Students' evaluations. Analysis of student aspirations.
Cost: Alternative Provision: £30,000		Breakfast Club: £49,906	Other: £3298.38	PP Parent Fund: £34,800	TOTAL: £124,106
Motivational Speakers: £5,000		Sailing Trip: £2,400			
Progress and Attainment	Appointment of Senior Teacher with responsibility for PP to coordinate strategies and track progress in department. Mastery Learning KS3 (Homework) (Moderate impact for very low or no cost, based on moderate evidence- EEF toolkit)	The creation of these posts will help ensure there is a strategic overview of PP. Work needs to be done by lead practitioners on marking and feedback (across the school) as this is identified by the Education Endowment Foundation as having high impact. Homework: On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress). However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. To supplement the roll out of 'Mastery Homework' students have the opportunity to attend homework club.	<ul style="list-style-type: none"> Regular review of pupil progress through progress review cycle. Meetings between faculties to share approaches to disadvantaged students with close monitoring of strategies and impact. 	EGY/CKI/KBL	Throughout the year in line with the progress review cycle.
Cost: Projected Costs for 2016/17 Maths Whizz: £4000 Stationery: £3000 Trips: £7,500 Careers Advice: £7,000					TOTAL: £34,000
Enriching Lives: £2,500 PP Study Area: £10,000					

Literacy and Numeracy skills	Employment of Literacy and Numeracy coordinator part of their role will be to coordinate strategies and track literacy and numeracy progress of PP students. SLT with responsibility for PP literacy and numeracy tracking. Reading Comprehension strategies. (Moderate impact for very low cost based on extensive evidence) (EEF toolkit)	The gap between chronological age and reading age closed. Children with weak reading skills will take part in morning reading. They will also have the opportunity to be withdrawn and given a different space for DEAR time. Phonics workshop led by Assistant Head teacher with responsibility for Literacy and reading. Books will be celebrated and enjoyed in school.	<ul style="list-style-type: none"> Curriculum time with extra sessions targeting the students with the highest need. 	KLO/Lit/Num Coordinator	Creation of non-language class. 1 to 1 literacy support.
Cost: Projected Costs for 2016/17 PP Books: £1,534.84 Literacy and Numeracy Revision Guides: £1,740					TOTAL: £3274.84
Exclusion and Attendance	School attendance and absence document (www.gov.uk) (medium cost, high impact)	Through increased monitoring and engagement with families. Attendance/Punctuality/PA and exclusions data will be closely monitored by deputy head and pastoral team. Celebration for good attendance and behavior. Monitoring of attendance of disadvantaged pupils and intervention by attendance officer.	<ul style="list-style-type: none"> To ensure clear data tracking systems to drive attendance and exclusion. To provide provision for pupils who require it and are at risk of PEX. Increased attendance and well-being of disadvantaged pupils. 	CKI/MNE/KCR	Reduction in Persistent absence and exclusion data of disadvantaged pupils
Cost: Projected Costs for 2016/17 CoB School Outreach: £4000 PGL Residential: £2567.50 Rewards: £10,000					TOTAL: £16,567.50
£187,366.90					Staffing costs:
£3,000					Training costs:
£364,315.24					TOTAL BUDGETTED COST:

Actions – ‘Closing the Gap’ for students eligible for Pupil Premium 2015/16:

In order to support student eligible for Pupil Premium, as a school we ensure we regularly analyses the data and where appropriate take action to ensure these students are making progress in line with their ability.

For 2015/16 in addition to the actions described earlier under the use/impact section, the following actions are being implemented in order to support students eligible for Pupil Premium:

Action	Impact	Lesson Learned
Appointment of Pupil Premium Progress Coordinator.	Setting up a tracking system for PP students. PP Champion to research and test initiatives with PP students.	Senior Teacher responsible for PP.
Improved tracking and provision for Pupil Premium Students, to identify PP students at risk of underachievement and inform intervention requirements – to ensure intervention is appropriate and effective.	Accurate and timely attainment data. Interventions closely tracked for PP students.	Attainment data shows PP and Non PP are comparable. Interventions need to be measured regards impact more effectively.
Performance Management revised to ensure all staff have a PP target included in their individual Performance Management.	All staff to consider ways to support PP students, an awareness of the students they teach who are PP. Heightened awareness.	Carried forward to Performance Management 2016/17 Targets need to be SMART measurable for all staff.
PP students tracked for attendance and punctuality along with other sub groups. PA also tracked for PP students including interventions.	Attendance, Punctuality and Persistent Absence data not to show an over representation of PP students. If over represented then interventions used.	PA for PP students to be tracked and impact of interventions measured. There is some over representation.
PP students and other sub groups tracked for exclusions. Data analysed termly and appropriate interventions put in place.	Exclusion Data not to reflect an overrepresentation of PP students. Termly data tracked and analysed. If over represented interventions used and impact measured.	Exclusions data show an over representation of PP students for Fixed Term. Interventions need to be implemented for 2016/17.
Pastoral Manager to support the emotional wellbeing of vulnerable students.	PP students are supported and tracked on Safeguarding Tracker.	PP student interventions need to be tracked and linked to attainment data to measure impact.
PP students access opportunities outside the classroom to enrich their education and school experience.	Tracking of opportunities undertaken by PP students, linked with attainment data to measure the impact.	Impact measured more accurately to measure the links with attainment data.

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Action	Impact	Lesson Learned
SLT Mentoring of specific Year 11 students in terms of organisation, preparing for examinations, liaising with subject teachers, one to one tuition.	Individual student attainment/attendance/ Behaviour Data to track progress.	Target the mentoring to more PP students. Timely interventions centrally monitored by SLT.
Residential visit to PGL (Year 7) and France (Year 9), this is for all Year 7 and 9 students to improve social interaction and promote self-esteem. PP students paid for where appropriate. Year 8 skiing opportunity.	All students to access the trips regardless of financial constraints.	Consider for residential trips offered for 2016/17 as well as any trips out of school.
Careers advice, external careers advisor in school for one to one sessions, linked to education determining future pathways for all students.	Individual careers advice for all students to enable them to access post 16 education.	Careers intervention for lower year groups as well as Years 10 and 11. Appointment member of staff responsible for Careers.

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.highschool.sch.uk

The definition of a disadvantaged pupil has changed to reflect changes to the conditions of funding for the Pupil Premium in 2014-2015. Pupils will be defined as disadvantaged in RAISE online if they are recorded as:

- * Eligible for Free School Meals (FSM) in the last six years or
- * looked after continuously for one day or more or
- * adopted from care.