

## Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Venerable Bede CE Academy				
<b>Academic Year</b>	2017/2018	<b>Total PP budget</b>	£205, 233	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	879	<b>Number of pupils eligible for PP</b>	235	<b>Date for next internal review of this strategy</b>	July 2018

2. Key Indicators (most recent Year 11)	Data Source: ASP	Unvalidated	Validated	Y
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)		
<b>Key Stage 2 Fine Point Level (Cohort size)</b>	4.40 (39 Pupils)	Not published		
<b>% Attaining 9-7 in English (Best) and Maths</b>	0%	Not published		
<b>% Attaining 9-5 in English (Best) and Maths</b>	18%	49%		
<b>% Attaining 9-4 in English (Best) and Maths</b>	26%	Not published		
<b>Progress 8 score average</b>	-0.65	+0.11		
<b>Progress 8 English</b>	-0.44	+0.11		
<b>Progress 8 Maths</b>	-1.12	+0.11		
<b>Progress 8 English Bacculaureate Slots</b>	-0.44	+0.13		
<b>Progress 8 Open Slots</b>	-0.69	+0.09		
<b>Progress 8 score average for Higher Ability Pupils</b>	-1.35	+0.09		
<b>Attainment 8 score average</b>	34.58	49.76		
<b>% Entering the English Bacculaureate</b>	41%	43%		
<b>% Attaining 9-5 in the English Bacculaureate</b>	13%	26%		
<b>% Attendance</b>	Y11 PP only 90.6%	94.8%		
<b>% Persistently Absent</b>	Y11 PP PA for Y11 cohort 8.8% Y11 PP PA from PP cohort 33.3%	12.8%		
<b>% Staying in education or entering employment after Key Stage 4</b>	87%	96%		

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>		
<b>A.</b>	Literacy skills of pupils eligible for PP remains lower than their peers, which prevents them from making as good progress as Non-PP pupils in KS3 and beyond.	
<b>B.</b>	Gap at KS4 is significantly wider for PP boys compared to Non-PP boys.	
<b>C.</b>	Low self-esteem and lack of aspiration presented in school tracking for pupils eligible for PP with reluctance to engage in debate / discussion.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Attendance is lower for pupils eligible for PP, particularly for KS4 girls and those who joined the academy later than Year 7. This has had an impact on academic outcomes. Attendance is lower at intervention classes or in holidays.	
<b>E.</b>	Lack of parental involvement for PP pupils at school events, particularly parents' evenings and curriculum evenings.	
<b>4. Desired outcomes</b> <i>(desired outcomes and how and when they will be measured)</i>		Success Criteria
<b>A.</b>	High levels of progress in literacy for Year 7 and 8 pupils eligible for PP	Reading ages and spelling ages increase at a rapid rate, impacting on progress and narrowing the gap.
<b>B.</b>	Increased attendance rates for all pupils eligible for PP, particularly KS4 girls and those who joined the academy later than Y7.	Attendance increases to at least national averages for pupils eligible for PP, particularly boys.
<b>C.</b>	Improvement in attitudes to learning and higher self-esteem for pupils eligible for PP	Attitude to Learning analysis shows impact on self-esteem through regular rewards.
<b>D.</b>	Progress gap closes at KS4, particularly for English and Maths, and for the more able pupils eligible for PP	English and Maths data shows narrowing of the gap so that pupils eligible for PP perform as well as their non-PP peers. The more able pupils gap closes rapidly and interventions show that the gap closes for the number of EBacc pupils compared to other non-PP pupils.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017/2018 £205, 233</b>				
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.					
<b>i. Quality of teaching for all within a Christian Ethos</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Focus on Marking and Assessment to improve outcomes for all pupils, leading to a thirst for learning and greater engagement.	Dialogue in marking with pupils	Research shows impact of pupil feedback and dialogue as having an impact on progress. Good practice shared.	Middle Leaders to conduct book scrutinies and to share good practice at TLR meetings. Moderation across the Trust/LA.	RGO	Data collected from marking scrutinies each half term – see self-evaluation schedule.
Focus on developing vocabulary (following on from shared trust INSET) and developing independent writing skills	Staff planning shows a focus on language roots and meaning so that pupils develop a wider range of vocabulary.	Reading ages show a limited vocabulary range is hindering pupils in examination conditions.	Shared trust CPD to develop previous CPD INSET programme. Departmental CPD time with a focus on shared planning	JFO	Termly through Self-evaluation plan. Staff questionnaires after November INSET.
Focus on developing greater links across the curriculum to strengthen problem solving and application of mathematics.	Audit of current cross-curricular opportunities. Department-to-Department working and support for new curriculum demands.	Increased emphasis on problem solving in the national curriculum at both KS3 and KS4.	Through CPD records, minutes of planning and development meetings and through observation of Teaching & Learning	SBA	Termly
<b>Total budgeted cost</b>					<b>£134, 048</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
T&L focus on pupils eligible for PP with targeted support by HLTAs and TAs in reading and spelling	One to one and small group reading programme with literacy teacher	Successful 3-year trend within school.	Regular monitoring by SENDCo and English leads.	SRI	Half termly and in departmental data collections.
<b>Total budgeted cost</b>					<b>£28, 015</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve well-being and positive mental health				CDR with pastoral team	Half termly meetings.
Focused GCSE support for subjects with heavier financial needs	Financial support for pupils who are studying in creative subjects or where fieldtrips are required.	Proven success in academy over past three years for pupils who would otherwise not be able to access enrichment activities due to financial hardship.	Pupil voice and monitoring of data compared to spend. Sharing of resources across the Trust.	LOL	Financial tracking conducted half termly. Data tracking according to subject area.
<b>Total budgeted cost</b>					<b>£43, 170</b>

6. Review of expenditure			
Previous Academic Year (2016/2017)		2016/17 Total: £227,205	
i. Quality of teaching for all within a Christian Ethos			
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
A. High levels of progress in literacy / maths within the year for Y7 and 8 pupils eligible for PP	<ul style="list-style-type: none"> <li>• T&amp;L to focus on literacy for all through targeted CPD, including Trust January INSET.</li> <li>• English consultant to look at KS3 curriculum</li> <li>• Additional “2<sup>nd</sup> in English” post to increase capacity and close the gap for those eligible for PP</li> <li>• -visits to primary schools to look at moderation</li> <li>• PBTSA and other KS3 courses e.g. Ofsted briefings</li> <li>• Shared Primary INSET ‘TeachMeets’</li> <li>• Accelerated Reader programme for all pupils in Year 7 and continued into Year 8, with emphasis on those who were not “secondary-ready”</li> <li>• Use of TMP to ensure that all pupils engage in a dialogue with the teacher and have personalised activities to accelerate progress</li> </ul>	<ul style="list-style-type: none"> <li>• Successful INSET in Jan 17 across the Trust</li> <li>• Focus on Literacy and questioning in lesson observations from Spring 2017</li> <li>• Assistant Heads of Department in English re-mapped the English, lower school curriculum in collaboration with English consultant.</li> <li>• Literacy CPD undertaken by 2<sup>nd</sup> in English department.</li> <li>• INSET training with Primary colleagues focussed on writing across KS2 and KS3 – the success of which has led to the identified need to further develop curriculum links and moderation across KS2 and into KS3 for other subject areas.</li> <li>• Accelerated reader and RRI programmes show that there has been improvement for PP pupils. Pupils eligible for PP in Year 7 and 8 made more progress by the end of the year than “other” pupils so that the gap on entry had closed.</li> <li>• For those pupils following these programmes, the average gain in reading ages was approximately 2.25 times that in actual months and for spelling ages, 2.1 times. Of note, in the first five months of the programme, two PP students saw reading ages increase by 19 months and 15 months.</li> <li>• Current in-school data shows that gaps are beginning to close, in terms of both attainment and progress, in literacy based subjects such as History, Geography and RE are beginning to close.</li> <li>• Work scrutiny across the year shows that the vast majority of marking is good or outstanding. Evidence shows that teachers are making credible TMP comments and that</li> </ul>	<b>£128, 000</b>

		<p>pupils (including PP) are then given time to respond to. Evidence also shows that a range of marking strategies have been used to facilitate pupil progress.</p>	
<p>C. Increased attendance rates for all pupils eligible for PP</p>	<ul style="list-style-type: none"> <li>• Meetings every fortnight with a specific focus on PP pupils across all year groups, particularly KS4 girls</li> <li>• Home visits by external attendance officer</li> <li>• Governor attendance meetings to support parent/carers as well as pupils</li> <li>• Mentoring programme with Pupil Premium Champion</li> <li>• Motivational rewards and attendance challenges</li> <li>• Attendance on SLT agenda weekly as a point of discussion</li> <li>• Regular meetings coordinated by SLT lead and attendance officer</li> <li>• Governor meetings minutes show focus and assess progress</li> <li>• Video of pupils to show how they feel about school.</li> <li>• Learning Zone to prevent exclusions and increase attendance of pupils whose ATL scores are lower than expected. Growth Mindset philosophy to encourage and engage the most reluctant of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance for the PP pupils <b><i>has not sufficiently improved</i></b> over the course of the year. This must form an integral part of 2017/18 intervention plan.</li> <li>• Profile of attendance raised each week at SLT meetings.</li> <li>• Attendance challenges have run termly and have raised the profile of attendance.</li> <li>• Governor meetings have run throughout the year to address issues of persistent absence of all pupils keeping a close eye on PP.</li> <li>• A Pupil Premium Champion was appointed across the Trust, reporting to Directors/SLT following interviews with Pupil Voice.</li> <li>• Learning zone has ensured that exclusions remain low. This has enabled all pupils to continue in education even if they have been excluded.</li> <li>• Learning zone has been developed further by the employment of a FTE Behaviour Support Manager. This is to further develop (during 2017/18) the capacity of the Behaviour support team to implement early help for those pupils whose behaviours for learning will hold back their progress – see plan 2017/18</li> <li>• Work scrutiny across the year shows that the vast majority of marking is good or outstanding. Evidence shows that teachers are making credible TMP comments and that pupils (including PP) are then given time to respond to. Evidence also shows that a range of marking strategies have been used to facilitate pupil progress.</li> <li>• Pupils, whose ATL score fell below a specific level, were identified as in need of intervention. Discussions were held between these pupils and their HOY and SLT. The ATL strategy had a noticeable impact on the attitude to learning of Y11 pupils. The ATL strategy for Y11 was linked to rewards, particularly the receiving of school hoodies. As the</li> </ul>	

		year progress the number of Y11 pupils identified as falling below the acceptable ATL score decreased. This showed a positive impact that the ATL strategy was having with Y11 pupils across the school.	
D. Progress gap closes at KS4, particularly for English, Maths, RE and Science	<ul style="list-style-type: none"> <li>• HLTA focus in English and Maths</li> <li>• Whole-school intervention plan for pupils who are not making at least expected progress</li> <li>• External consultant support to improve achievement</li> <li>• Moderation and standardisation meetings</li> <li>• Attendance at subject based CPD courses</li> <li>• Raise staff awareness of gap between those eligible for PP and national averages.</li> <li>• After-school intervention classes for Year 11 in subjects with CA.</li> <li>• Compulsory intervention after Christmas / mock exams for identified pupils in all subjects, particularly in En, Ma, RE and Sci.</li> <li>• External reviews and support monitored and outcomes shared with Directors.</li> <li>• DHT, AHT Data, Middle Leaders</li> <li>• Fortnightly joint meetings for Ma and English.</li> </ul>	<ul style="list-style-type: none"> <li>• Please see attached table of values and graphs of trends of disadvantaged gaps.</li> <li>• The gap between disadvantaged pupils and their peers in 2017 closed significantly compared to 2016 but slightly wider than in 2015. Progress 8 value for the whole school has improved from last year at -0.46 to -0.15. The P8 gap for 2017, using the SISRA EAP model, is -0.41.</li> <li>• 3 year trends show a widening KS2 gap on entry compared to a narrowing gap for Average P8 and Total capped 8 on exit. Where PP pupils did not make as much progress as “other” pupils at KS4, SLT link, ‘data challenge’ and ‘assessment accuracy’ meetings provide evidence of the monitoring and intervention put in place to address any underperformance.</li> <li>• There is still work to be done here as the GAP in performance of disadvantaged pupils could be narrowed further to match the attainment and progress of their peers so this remains a focus for 2017/18</li> <li>• The progress gap in En has significantly narrowed since 2016 and has slightly narrowed for Maths.</li> </ul>	
<b>ii. Targeted support (PP Specific) within a Christian ethos</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Cost</b>
C. Increased attendance rates for all	<ul style="list-style-type: none"> <li>• Specific tracking and monitoring of pupils eligible for PP with a programme in place for the mentoring of pupils who are at risk</li> </ul>	<ul style="list-style-type: none"> <li>• Over the past year there has been a substantial effort by Heads of Year and by the Senior Leadership Team to mentor and coach pupils, particularly females, in order to</li> </ul>	<b>£60, 750</b>

<p>pupils eligible for PP, particularly girls</p>	<p>of exclusion (boys) or non-attendance (girls).</p> <ul style="list-style-type: none"> <li>• Behaviour specialist to utilise specific programme, developed by the Academy, working with such groups from each year group</li> </ul>	<p>improve their attendance. 50% of the 80 Y11 pupils involved in this have been Pupil Premium pupils. Of those who were coached with regard to attendance, 83% improved this in the run up to the exams, improving their chances of success at GCSE.</p> <ul style="list-style-type: none"> <li>• In addition, the behaviour specialist team from the Link School has been working with specific targeted pupils to improve their behaviour and attendance. For example, in Year 9, 25% of these pupils were Pupil Premium. There has been a significant improvement with behaviour and attendance for those pupils over the course of the year as a result of this and other intervention strategies.</li> </ul>	
<p>D. Progress gap closes at KS4, particularly for English, Maths, RE and Science</p>	<ul style="list-style-type: none"> <li>• Timetables adapted for those eligible for PP according to individual need</li> <li>• Visits funded where possible to include career aspirations and visits to universities</li> <li>• Support given to remove financial restraints that impact on the curriculum</li> <li>• HLTA focused support for key groups, particularly Y11 PP.</li> <li>• PP progress has been a key feature of ML review and Q/A cycles.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings to discuss progress held throughout the year with all key stakeholders which focused on any underachievement, including PP pupils. The meetings also considered the intervention strategies that were to be put in place for these pupils and the impact they were having.</li> <li>• Introduction of Y11 Maths and English tutor groups had a positive impact on progress in these areas.</li> <li>• Intervention programme put in place across the school for Y11 pupils. This identified pupils who were underachieving in specific subjects. Intervention sessions were put in place for these pupils in specific subject. Their progress was then evaluated to consider the impact the intervention was having.</li> <li>• Please see above for impact data.</li> </ul>	
<p>B. High levels of progress in maths within the year for Y7 and 8 pupils eligible for PP</p>	<ul style="list-style-type: none"> <li>• HLTA focus on those pupils who join the academy at below expected national averages for maths</li> <li>• HLTA intervention after Christmas with pupils eligible for intervention and who lack confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• HLTA has had a positive impact on the well-being and confidence of these groups as well as improving their maths skills. This is an area which needs to be continued 2017/18. Area for further development would be to collate case studies about impact.</li> </ul>	



iii. Other approaches within a Christian ethos			
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
C. Increased attendance rates for all pupils eligible for PP, particularly girls	<ul style="list-style-type: none"> <li>Develop Attitude to Learning (ATL) programme and launch across the whole school</li> <li>Hospitality – free breakfasts</li> <li>Summer School for Year 7 pupils eligible for PP</li> </ul>	<ul style="list-style-type: none"> <li>ATL strategy was introduced across the school. This tracked pupils' ATL in each lesson on a half termly basis. Pupils, whose ATL score fell below a specific level, were identified as in need of intervention. Discussions were held between these pupils and their HOY and SLT. The ATL strategy had a noticeable impact on the attitude to learning of Y11 pupils in particular. The ATL strategy for Y11 was linked to rewards, particularly the receiving of 'school hoodies'. As the year progressed, the number of Y11 pupils identified as falling below the acceptable ATL score decreased. This showed a positive impact that the ATL strategy was having with Y11 pupils across the school.</li> <li>The number of pupils accessing breakfast club over the course of the year has been 28 regulars and up to 50 pupils in total – this shows that there is a specific need to continue this into 2017/18</li> <li>Demand for summer school was again high from PP students. Programme was effectively delivered and this has eased the transition of pupils into school. Of the 28 pupils who attended, 4 were pupil premium. They shared their experiences in a presentation which showed how much this experience had helped them settle into school. Their comments were also videoed and put into the "day in the life" video. In it, they shared with parents and pupils about how well they had settled into school as a result of the summer school programme.</li> </ul>	<b>£38, 800</b>

## 7. Additional detail

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

