

## Pupil premium strategy statement (secondary)

1. Summary information					
School	The Birley Academy				
Academic Year	2017/18	Total PP budget	£302,005	Date of most recent PP Review	July 17
Total number of pupils	1161	Number of pupils eligible for PP	344	Date for next internal review of this strategy	Nov 17
2. Current attainment					
			Pupils eligible for PP	Pupils not eligible for PP	
% achieving English and Maths at grade 4 or above			37%	56%	
% achieving English and Maths at grade 5 or above			18%	28%	
Progress 8 score average			-0.92	-0.16	
Attainment 8 score average			32.77	44.19	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Disadvantaged students enter Y7 with lower average KS2 scores.				
B.	Disadvantaged students achieve less well in English and Maths.				
C.	Disadvantaged students are at greater risk of C3 or exclusion.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Disadvantaged students have lower attendance.				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>			Success criteria		
A.	Improved progress and achievement of Disadvantaged students.		Disadvantaged students achieve in line with all students nationally.		
B.	Improved outcomes for Disadvantaged students in English and Maths.		Disadvantaged students achieve in line with all students nationally.		

<b>C.</b>	Much lower exclusion rates for Disadvantaged students.	Reduction in the numbers of Disadvantaged students who receive fixed term exclusions.
<b>D.</b>	Increased attendance for Disadvantaged students.	The attendance rate of disadvantaged students is above 94%.

**5. Planned expenditure**

<b>Academic year</b>	<b>2017/18</b>
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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**

<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>
Improved progress and achievement of Disadvantaged students.	Ensure feedback is effective and gives clear direction on how to improve.	EEF toolkit demonstrates the advantages that good quality feedback can to underperforming students.	Staff CPD through T&L strategy.  Monitoring through Curriculum Leaders and Leadership Team.	DCa	November 2017
	All lessons to be built around the most challenging target grades and differentiated to ensure all students may achieve them.	Building aspiration will ensure engagement is raised, leading to higher achievement.	Academy lesson slide is compulsory, detailing all differentiation.  Learning walks and work scrutiny to ensure all lessons are challenging and work is completed.	DCa	September 2017
	Assistant Curriculum Leader role has been re-focused to target vulnerable groups, including PP students. This will ensure intervention is rapid and focused. ACLs will meet with individual teachers and monitor and evaluate the quality of wave 1 intervention Cost - £15,797	Immediate intervention with under-performing students will ensure gaps can be closed as quickly as possible.	ACL working group will review interventions after each assessment point.  Work scrutiny and assessment data will highlight areas of weakness within interventions. ACLs will monitor this with teachers.	DBu, BGr, BCo, RMo, CPa	November 2017

Improved outcomes for Disadvantaged students in English and Maths.	PiXL PPEs used to ensure intervention is focused on individual needs. Cost - £3000 for PiXL membership	PPEs offer a standardised form of assessment and have a proven track record in English and Maths.	ACLs in English and Maths will monitor interventions and the use of PPEs within lessons.	DBu, BGr, BCo	November 2017
	Additional staffing in Maths to allow for small group work and some 1-1 intervention Cost - £17,171	HLTA in Maths has a successful track record of intervention. The small group model allows for detailed assessment to take place.	Monitoring through assessment data, work scrutiny and learning walks	DBu, BCo, SHi	October 2017
<b>Total budgeted cost</b>					<b>£35,968</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>
Improved progress and achievement of Disadvantaged students.	All KS3 disadvantaged students will be assessed against English, Maths and reading to identify gaps. Small group and sometimes 1-1 intervention will then take place. Cost - £46, 617	Disadvantaged students are at the Academy with a standardised score significantly lower than other students. Early intervention will seek to close this gap.	Successmaker Reading Recovery intervention Small group literacy intervention Read, Write, Inc.	DBu, FWa	September 2017 Reviews at each assessment point.
	Science mentoring for a small group of disadvantaged students who are underachieving in Science. Cost - £1500	Using a postgraduate student to mentor high ability disadvantaged students in science will raise aspiration and achievement.	Work scrutiny and observations of tutoring sessions.	DCa, KJo	November 2017 Reviews at each assessment point.
	Use of PiXL Maths and Literature apps and Tassomai. £3,500	PiXL strategies with proven track record of improvement. Online tools provide instant feedback to students, identifying knowledge gaps and allowing more practice.	Monitoring of assessment scores, teaching to gaps identified.	BKe, Med, KJo	Reviews at each assessment point.
	Guided support from KS3 Progress Leader Cost - £5737	This strategy has worked well in previous years. The focus is on disadvantaged students with high prior attainment.	Monitoring of attendance, behaviour and attainment data should show improvement for this group of students.	DBu, ACa	Reviews at each assessment point.

**Total budgeted cost** **£57,354**

**iii. Other approaches**

<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>
Increase attendance rates for disadvantaged students.	Family and Engagement worker makes home visits to disadvantaged students with a history of poor attendance. Cost - £17,171	Much closer liaison and relationship building with families of disadvantaged students means non-attendance can be tackled more quickly. The intention is to raise the attendance of disadvantaged students to at least 95%	Daily lists of visits, attendance tracker to identify vulnerable students.	MTh, JAt	Weekly from September 2017.
	Develop whole school attendance strategy with particular focus on disadvantaged students. Cost - £12,265	Disadvantaged students at The Birley Academy have much lower attendance than their peers.	Daily and weekly monitoring of attendance for disadvantaged students.	DBu, MTh	Weekly.
Much lower exclusion rates for Disadvantaged students.	Increased capacity in Inclusion team to give targeted support to vulnerable families. Inclusion team will deliver specific interventions around behaviour, wellbeing and social and emotional issues. They will liaise with external agencies such as MAST and CAMHS to ensure all vulnerable students and their families are accessing the support they need. Cost - £25,756	Being proactive with pastoral intervention will reduce behaviour incidents and therefore exclusions	Each SSC to have a weekly list of those students at risk of exclusion and report back to DWa on progress.	MTh, DWa, SSCs	Weekly from September 2017.
Much lower exclusion rates for Disadvantaged students.	Run a series of parental workshops targeted at vulnerable families with input from MAST. Cost - £2400	Early intervention from the Academy and multi-agency team will help to improve behaviours leading to a reduction in exclusions.	Register of parental attendance, parent surveys and evaluations.	DWa	Half termly.

Much lower exclusion rates for Disadvantaged students.	Implement a CPD plan for inclusion and SEND teams to help meet the needs of individual students in areas such as mental health.	Bespoke plans for individuals will help reduce anxieties affecting both attendance and behaviour.	Access training through Sheffield LA, monitored by DWa, FWa and MTh	MTh, DWa, FWa	November 2017.
	Bespoke Alternative Provision Cost - £85,000	85% of students on Alternative Provision are disadvantaged.	Individual alternative provision of identified students.		
Raise aspirations of PP students	Brilliant Club Cost - £1960	The Brilliant Club offers our disadvantaged students the chance to engage with university level work, be mentored by a PHD student and visit Russell Group universities.	Monitor through assignment grades and in school attainment data.	MHa, ACa	January 2018
	Independent Careers advice Cost - £11,000	Sheffield Futures provides careers advice to the academy with a particular focus on disadvantaged students.	Rates of applications to FE establishments and apprenticeships. NEET figures.	MHa, AMi	January 2018
Attendance rates for PP students rise and exclusion rates fall.	Joined up approach to attendance, behaviour and safeguarding. Cost - £53,131	The Academy Inclusion Team will meet fortnightly to ensure a common approach to the most vulnerable students. The focus will be improving attendance and attainment.	Deputy Head will chair the group and will update LT on a fortnightly basis	DBu	Fortnightly
<b>Total budgeted cost</b>					<b>£208,683</b>

<b>1 Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016-17</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Quality First Teaching is embedded across all lessons.	Improve the quality of differentiation.	Learning walks throughout the year showed that differentiation by task and resource was beginning to be embedded in all lessons. However, the level of challenge in lessons was not consistently high enough and this is now being addressed.	The Academy will now focus on consistently high challenge in lessons with differentiation from this high level.	No cost

	Embed the Academy's feedforward system and ensure good practice is shared.	Work scrutiny demonstrated that feedforward is now embedded throughout the Academy. It is not yet as consistent as it needs to be to ensure all students know how to improve.	The Academy will continue to develop its feedforward system, sharing the substantial good practice across all departments.	No cost
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## 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
PP students achieve as well as non PP students.	Guided support from KS4 Progress Leader	Progress data shows a closing gap between disadvantaged and other students in KS4. Following a review of strategy, this role ceased to exist and was replaced with the Family and Engagement worker who has a focus around attendance and engagement. P8 score for the group that JAt worked with was -0.43, compared to -0.9 for the full disadvantaged cohort.	The Academy has increased the capacity of the progress team to include assistant curriculum leaders and lead tutors. They will all have a focus on the progress of vulnerable students. This is a direct replacement for the KS4 progress leader and is described in the plan above.	£17,171
	Guided support from KS3 Progress Leader	Progress data at KS3 shows a closing gap between disadvantaged and other students. The students in the focus group, in particular, have made good progress compared to their peers, with 76% making expected or better progress in English and Maths compared to 43% of all disadvantaged students in KS3.	This approach has been successful and will continue into the next academic year.	£5737
	HLTA Maths	Attainment data shows that the HLTA Maths had significant impact with the students she worked with. The maths P8 score for these students was -0.51, compared to		£17,171
	Literacy intervention	There is little evidence to show that this intervention has had an impact.	The structure of literacy interventions will change in 2017-18. Students will be identified and targeted centrally and all interventions will be monitored by the new SENDCo. Regular reviews are calendared to ensure interventions are having the desired impact.	£35, 731

## iii. Other approaches

Desired outcome	Chosen action /	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this approach)	Cost
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	<b>approach</b>	PP, if appropriate.		
Raise aspirations of PP students	Brilliant Club	The Brilliant Club continues to offer our disadvantaged students the chance to engage with university level work, be mentored by a PHD student and visit Russell Group universities. The progress of students enrolled in the programme is above national rates of progress for disadvantaged students. 78% of students involved in the Brilliant Club have made expected progress in English and Maths.	The Academy will continue to offer this opportunity.	£1960
	1-1 Independent Careers advice	Latest whole Academy NEET figures show that 91% of students are not NEET. For the 2017 disadvantaged cohort, this figure is 93%.	The Academy will continue to offer this opportunity.	£11,000
Attendance rates for PP students rise and exclusion rates fall.	Joined up approach to attendance, behaviour and safeguarding	Rates of exclusion and poor behaviour for disadvantaged students are still too high, and attendance too low. This action did not take hold until after academisation and the impact is negligible due to the short amount of time.	This will be a priority for the Academy in 2017-18.	No cost

## 2 Additional detail

Attainment 8	All	Disadvantaged	Other
Cohort	41.6	32.87	44.13
Low Prior Attainment	21.12	18.15	23.68
Middle Prior Attainment	38.7	30	40.39
High Prior Attainment	54.66	47.32	57.01

