

1. Planned expenditure

Academic year

2018_2019

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?	Funding Allocation (2018/19)
Whole school development framework	Achievement for All	DFE Evaluations reinforce potential of programme to impact significantly on performance of low ability disadvantaged students.	Launch in January 2017. Senior leadership drive to deliver A4A programme	Principal	Fortnightly review by A4A coach	13900
Improve quality of teaching in Core subject areas	Recruitment and retention of additional staff to ensure sustained, stable teaching for students Additional teaching posts in English, maths, science.	Recruitment and retention of teaching staff remains a significant risk to the school. All lessons in core subjects delivered by subject specialists increases quality of teaching and consequently student performance.	Succession planning Additional staffing to ensure "cover" and contingency planning is in place	Principal	Review progress after each data collection. Report to RAB	

Improve recruitment and retention of teaching staff	Recruitment of graduate interns, developing next generation of teaching staff	Recruitment of 3 paid interns in English, maths, science with a view to beginning teacher training subsequently	Recruitment, retention and succession planning strategy in place	AP Teaching & Learning	HR Reports to RAB on termly basis	8356
An additional tool to provide data set that enhances knowledge and understanding of student barriers to progress	CAT Tests	Profiling through different CAT tests enables comparison across year groups and additional information to identify barriers to learning and consequently inform intervention planning	Better identification of target groups for intervention plans.	Data lead (CS)	6 week data cycle review and intervention planning.	5000
Improve use of data by teachers to inform planning	SISRA Analytics Subscription	Easy analysis tools available to support teachers / managers in identifying underperformance and planning next steps.	Improved use of data to inform planning	Data lead (CS)	Data calendar	6500
Improve quality of assessment and feedback to pupils	PiXL subscription	Promote early intervention to support underachieving students through personalised intervention plans. The EEF (Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school High impact for very low cost, based on moderate evidence	Work scrutiny and moderation meetings and reporting to SLT Link	Leadership Link (DA)	Termly	3150
Improve outcomes for students in KS4	GCSE Pod subscription	There is some evidence from TLT that homework is most effective when used as a short and focused intervention Moderate impact	Monitor usage and target students.	Literacy lead (AB)	Termly	
				SENDCO		

Intervention programme to address poor levels of literacy for students joining the school	Fresh start literacy programme	Low average prior attainment across all year groups is underpinned by low levels of literacy, particularly reading.	Improvement in reading and phonics	Literacy lead	Termly	
Improve the progress and achievement of disadvantaged students in mathematics	Maths Mastery, advisor support from expert practitioner linked to Centre for Excellence in maths teaching.	Five year programme of curriculum development to improve quality of maths education. Related to success in other schools.	Regional drive to improve mathematics across the trust. Maths lead rs committed to project Long term project beginning with Y7.	Head of Zone (Mathematics)	Termly through regional Principals' meeting. Review 2018 outcome data for all year groups. Autumn 18	12000

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?	Funding Allocation (2017/18)
Behaviour intervention	Community fusion	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Identification of pupils is fair, transparent and properly recorded. Support workers to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	MJO	Continue from 2017/18	4960
Ensure the full-range of student needs are met effectively	Use of alternative provision	Proportion of SEND students at NBA in fifth quintile nationally. However number students with EHCP is in first quintile.	Two weekly reports from AP providers monitored by AB to ensure attendance and academic performance are improving.	AB	Continue from 2017/18	95000

Improved attainment for more able	More able workshops	Focussed intervention on key skills, knowledge or understanding to support examination performance. Identified area of weakness for students.	Data lead, supporting heads of zone. Coordination of intervention plans. Whole school focus on targeted intervention.	Data lead, (CS)	Spring 2018	1000
Improve student progress and achievement	Creation of additional, smaller teaching groups in target areas related to A2L provision.	Core subjects and others create additional, focussed teaching groups. Rationale, based on current performance of students.	Heads of Zone, management meetings and quality processes to ensure effective use of resources	A2L oversight (LM)	Continue from 2017/18	5000
Introduce learning and provision maps	Purchase online software	Monitor the provision for disadvantaged students	Training provided by SEND Department. Monitor provision of SEND students through lesson observations. work scrutiny and progress through data collection points. Ensuring that strategies recommended for teachers are employed.	SENDCO (RH, JH)	Ongoing from 2016/17 launch	2000
Raising Achievement	Raising achievement of disadvantaged young people project (RADY)	City wide pilot based on evidence from successful implementation in Staffs and Wirral schools	Senior management lead to implement and develop process in line with whole school assessment and monitoring processes	Assistant Principal (CS)	CS	5450
Whole school development	THRIVE Implementation following pilot, developing to becoming a trauma informed school	Lead school for City wide focus on improving the social and emotional well being of students through improving mental health.	Training trainers in Spring 2017, key staff identified	SENDCO (JH)	Termly review in line with pilot evaluation.	1000
Family Support	Dedicated Family Support Worker	Engaging vulnerable families in working with the Academy to maximise student achievement. Hard to reach families lead to some challenging issues with individual students	As part of Access to Learning suite of support strategies	SENDCO (JH)	Termly review	30720
Attendance Support	Attendance officers (2x part-time) acting in Education Welfare role monitoring absence of individuals, completing home visits and support to maximise student engagement	Attendance in the school is around National Average. Links between attendance and student progress and achievement are clear Attendance of disadvantaged students lags behind peers.	Access to learning suite of support strategies	Assistant Principal (AS)	Weekly review at Senior Leadership Monthly report to Regional team.	49400
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?	Funding Allocation (2017/18)
Increase student engagement in learning	Subsidised breakfast provision.	A high number of students arrive at school having not eaten at home. Toast and hot drinks provide a more effective start to the day.	Ongoing – working well.	Business manager (LM)	Ongoing.	8619
Develop student aspirations and knowledge of next steps	Careers advisor to provide direction and advice to students on next steps and future plans	Positive destinations for students have been supported by careers advisor. Gaps in understanding are significant. Likely to increase provision.	Appointment of full-time Careers lead.	Careers Lead (JR)	Feb 2017.	25056
Improved engagement and skills development	Application and launch of Combined Cadet Force Unit	Positive behaviour development alongside employability, independence and resilience is demonstrably improved in schools with CCF provision	Appointment of CCF Unit Commander (Part-time additional responsibility for teacher) Appointment of School Unit Administrator	Assistant Principal	April 2017 Application Planning through 2017/18 Full launch summer 2018.	10000
Improved behaviour, attendance and progress for individual students	Development of partnerships with alternative provision	After substantial intervention and support, in a small but significant number of cases the needs of individual students are better met through alternative provision	Senior management lead with support from Access to Learning team.	Senior Assistant Principal (AB)	Individual placements reviewed termly. Daily attendance and behaviour monitoring in place.	6500
Outward Bound Trust Partnership	Opportunities for students to experience the extraordinary, develop personally and improve their performance	Broadening students experience is crucial in raising their expectations of themselves and their personal ambitions	Supporting rewards, intervention and success celebration, increased range of opportunities to develop through partnership with the Outward Bound Trust	Assistant Principal (JD)	Evaluation of activities and student voice illustrates positive impact on attitudes and behaviours.	5000
Improve student outcomes in music in KS4	Subsidised peripatetic music tuition for disadvantaged GCSE music students	2016 outcomes in Music were poor. Evaluation suggested that performance elements were hindered due to the lack of opportunity for students to learn instruments Individualised instruction targeted at very specific skills set to improve subject outcome.	Data tracking of these students to show impact of the programme. Head of Music to liaise with parents of targeted children.	Head of Zone (JD)	June 2017 to increase into 2017/18	9000
Improve student independence	Subsidised provision of revision guides and materials for exam prep	Proportion of students investing in revision materials in 2015/16 was relatively low. Ensuring all Y11 students have a consistent resource bank to support homework is a relatively low cost, moderate impact strategv.	Engage Year 11 parents and pupils before intervention begins to address any concerns. October 2016 Track progress in English and maths after each data collection point.	Head of Y11	Summer 2017 to continue in 2017/18	4381

Free School Meal Provision						181249
Total budgeted cost						493,241.00