North Birmingham Academy Pupil Premium Policy & Strategy

Document provenance

Summary of changes at last review:

- Policy reviewed Spring 2019

Related documents:

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North Birmingham Academy Pupil Premium Policy & Strategy

1. Introduction and purpose

1.1   The pupil premium was introduced in April 2011 by the coalition government to address the gap in attainment between students deemed 'disadvantaged' and their peers. Children are considered disadvantaged if:

- eligible for free school meals (or have been eligible in the last six years, known as 'Ever 6');
- looked after, including continuously for more than six months; or
- a parent works in the armed forces.

1.2   The pupil premium is paid to pupils between the ages of 5 and 16 and it should be spent in ways that close the gap in attainment between these students and their peers.

1.3   The 2018/19 rate of payment was:

- £1320 per FSM or Ever 6 FSM pupil in reception year to year 6
- £935 per FSM or Ever 6 FSM pupil in year 7 to year 11,
- £1900 per looked-after child (who has been looked after for more than a day, has been adopted, has been in care); and
- £300 per service child or Ever 3 service child.

1.4   The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.

1.5   Ofsted inspections report on how schools' use of the funding affects:

- the attainment of the pupils who attract the funding
- the progress made by these pupils
- the gap in attainment between disadvantaged pupils and their peers

2. Key principles

2.1   North Birmingham Academy has the following key principles in relation to the expenditure of pupil premium funds:
- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trailing and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore it is likely that all groups

receiving additional support will be a mix of FSM and non-FSM pupils.

3 Making decisions regarding the use of Pupil Premium

3.1 When making decisions about using pupil premium funding it is important to consider the context of the school and subsequent challenges faced.

3.2 Common barriers for FSM children can be less support at home, weak language skills, and a lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.

3.3 In making decisions on the use of the Pupil Premium we will ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.

3.4 We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils. We will:

- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils

- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances

- Be transparent in our reporting of how we have used our Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resources has been used to make a difference

- Recognise the fact that FSM pupils are not a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account

- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.

- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year

4 Roles and responsibilities

4.1 We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils

The Headteacher and Senior Leadership Team

4.2 The Headteacher and the Senior Leadership Team are responsible for implementing this policy. They will ensure that:

- all staff are aware of their responsibilities in narrowing the gaps of our pupils.

- all staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.

- all strategies are evaluated as robustly as possible to ensure that the approach applied is have the desired effect. In order to do this effectively, the Headteacher and SLT will, where relevant, undertake ongoing evaluations of the strategies being used.

4.3   It will be the responsibility of the Headteacher to include the following information in the annual report for the AAG/RAB/Board of trustees (see section 4.6):

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils

- An outline of the provision that has been made since the last annual report

- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

Teaching and Support staff

4.4   Teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'

- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive

- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained

- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind

- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement

4.5   We will provide opportunities for staff to engage in a range of professional development opportunities suite to their particular needs and roles. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Raising Achievement Boards, Regional Performance Boards and the Board of Trustees

4.6   The Board of Trustees ultimately have an important role in ensuring our school complies with legislation and this policy, along with is specific stated actions for narrowing gaps is implemented.

4.7   Through the Raising Achievement Boards (RABs), Regional Performance Boards (RPBs) and Education & Personnel Committee (EPC) the Board of Trustees will:

- At least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In doing this, the trustees (through the RABs, RPBs and EPC) will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

- Ensure that, as part of their scrutiny, monitoring and evaluation, the impact of each

selected strategy in relation to the expenditure of the pupil premium is assessed regularly, and that appropriate changes are made in a timely manner where impact is not being evidenced.

- At the end of the academic year, the Regional Education Director, through the RABs, will ensure that there is an annual statement prepared by the Headteacher and issued to parents, via the website, on how the Pupil Premium funding has been used to address the issues of narrowing the gaps in our school and the impact this has had. The template in Appendix B must be used for this purpose.

- Ensure that the Headteacher has met statutory requirements in publishing key information relating to the use of Pupil Premium on the school website. Appendix A of this policy sets out this information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

5   Impact

5.1   North Birmingham Academy regularly measures the attainment and progress of all students with particular reference to all our vulnerable groups.

5.2   The Senior Leadership Group including our SENDCo, our Heads of Year, and our Heads of Zone evaluate the needs of students and the outcomes of interventions as well as the needs for any additional support that could be put in place.

5.3   There is strong communication between pastoral support and curriculum provision to ensure all our students are tracked carefully and their needs are met.

5.4   Interventions are logged and progress is monitored to evaluate impact.

5.5   The Regional Director of Education is kept informed through regular scrutiny, challenge and support of the Headteacher of this crucial area of work and parents can access information through the school website.

5.6   Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

5.7   Our annual review will involve staff, pupils, parents and carers.

6   Outcomes

6.1   Students eligible for Pupil Premium will have been identified and monitored

6.2   Pupil premium students will have achieved above the national average and gaps in attainment will have narrowed.

6.3   Students will have developed confidence and independence and have been supported with aspirations and ambitions

6.4   Disseminating the Policy

6.5   This Pupil Premium policy along with the details of actions will be published:

- On our website (with paper copies available on request in the school office)

- In the staff handbook and as part of induction for new staff

- Included in the termly newsletters for parents and carers

- As a summary in the school brochure

6.6   We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate, to share information about the Pupil Premium.

Appendix A: Reporting Pupil Premium Spending Online
Checklist for Auditing your Website

Reporting Requirements	
Tick if your website includes Pupil Premium information for the:	**Tick if the following detail is included:**
Current year ❑	❑ Your Pupil Premium allocation ❑ How you will spend the allocation ❑ The <u>intended</u> impact of the spend on disadvantaged pupils
Previous year ❑	❑ Your Pupil Premium allocation ❑ How you spent the allocation ❑ The <u>actual</u> impact of the spend on disadvantaged pupils
Best Practice	
Tick if the information is:	**Further information:**
Easy to find ❑	The link to the Pupil Premium information should be: • Embedded in no more than two drop-down menus or links from the homepage • Clearly labelled (e.g. 'Pupil Premium', 'Pupil Premium spending')
Itemised ❑	Details of your Pupil Premium spend should be costed.
Measurable ❑	Each expenditure should have success criteria attached to it.
Showing demonstrable impact ❑	The intended impact should be shown by publishing predicted or actual achievement metrics of the disadvantaged pupils who are receiving the Pupil Premium.
Tabulated ❑	A table is the clearest way of presenting the information so people can see how much was spent, what it was spent on, and what the impact was.
Anonymised ❑	Information does not identify staff members or pupils.

Appendix B: Pupil Premium templates for use:

Evaluation of funding for 2018 – 2019

Pupil premium strategy statement (secondary)

1. Summary information						
School	North Birmingham Academy					
Academic Year	2018-19	**Total PP budget** **£535,755.00 (2016/17)** **£507,705 (2017/18 est)**	£507705	**Date of most recent PP Review**		Aug 2018
Total number of pupils	916	**Number of pupils eligible for PP** Estimate based on Yrs 8-11 from 2017 and assumption that Yr7 will replicate previous year.	543 (59%)	**Date for next internal review of this strategy**		Sept 2019

2. Current attainment Data (2018 outcomes – Raiseonline unvalidated available Nov 18)		
There is no discernible difference in terms of progress for PP and non PP students, PP students are underachieving significantly in Maths compare to English.		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving A*-C in English & Mathematics (2017-18)	**42%**	40% (62)
Progress in English / Maths (2017-18)	**-0.1 / -0.9**	-0.0 / -0.7
Progress 8 score average	**-0.7**	-0.6
Attainment 8 score average	**2.6**	3.1 (4.0)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Students' prior attainment is consistently "significantly below" national expectations in all year groups. In each year group the proportion of students in the "low" prior attainment band is substantially higher than national. In each year group the proportion of students in the "high" prior attainment band is substantially lower than national average.
B.	The proportion of students with SEND places the Academy in highest quintile nationally The proportion of students with EHCP plans is in the lowest quintile nationally, which reflects the local context and challenges in obtaining additional support for students with

	substantial challenges in a mainstream setting.
C.	Significant groups of students demonstrated poor progress in summer 2016 including: - Disadvantaged with low prior attainment - Disadvataged with high prior attainment - Students with SEND - Disadvantaged white British students
D.	A substantial number of students experience social and emotional well-being challenges.
E.	A substantial number of students have achieved relatively poorly in KS2, indicating low aspiration.
F.	Independent study skills and general knowledge and understanding are frequently poorly developed in students who join NBA.
G.	Progress and attainment for all students in mathematics was too low in 2016
H.	Proportion of students who are persistently absent or have attendance below average is relatively high.
I.	The number of fixed term or permanent exclusions is too high. The number of exclusions related to disadvantaged students is too high.

External barriers *(issues which also require action outside school, such as low attendance rates)*	
A.	Relatively low levels of education attainment in local area (over 50% of population fall into lowest education level bands compared to 30% nationally)
B.	Relatively high levels of deprivation in the local area
C.	Attitudes to self and school indicate relatively low expectations and aspirations for education experience across the student cohort.
D.	Relatively high levels of crime are evident in the local area including petty crime, violent crime and issues such as substance misuse.
E.	Birmingham City Council performance is relatively poor which means that: - Support for students who have been excluded is poor - Alternative provision is limited - EHCP Assessment thresholds are exceptionally high; making access to additional support for students with substantial challenges in a mainstream setting is difficult. - External agency support for families, young offenders and other vulnerable groups is extremely variable.

4. **Desired outcomes** *(desired outcomes and how they will be measured)*		Success criteria
	Leadership for inclusion to ensure a sharp focus on the aspiration, access and achievement of vulnerable and disadvantaged pupils, including those identified with special education needs and disabilities.	Substantial improvements evident in the progress and achievement of disadvantaged students
A.	Academy improvement plan illustrates clear focus on aspirations, access and achievement of all pupils. Specific actions to improve the outcomes for vulnerable and disadvantaged pupils are included.	RAB minutes highlight regular focus on the performance of disadvantaged students
B.	Senior leadership performance review highlights clear understanding of priority to improve the performance of disadvantaged students within the context of key performance strategies including: - Achievement for all - Raising attainment of disadvantaged young people (RADY) - Thrive	Senior leadership focus is clearly linked to five improvement strategies. Evidence of focus is highlighted in senior leadership performance management documentation

	- Maths mastery - PiXL		
C.	Staff performance and development includes focus on key development strategies above and form the basis of learning walks, lesson observation and performance management conversations	Key improvement strategies are evident through review termly review of quality of teaching, performance management conversations and RAB review activities.	
D.	Communication between Behaviour support team, Access 2 Learning, Child Protection and pastoral / academic teams improves to ensure that coordinated support leads to enhanced opportunities and outcomes for individual and groups of vulnerable students.	Regional Systems Leader review and audit of communication, individual case studies illustrates demonstrable improvements in key indicators including: - Reduced exclusions - Increased attendance - Student / Parent feedback	
E.	High profile is given to the progress of the lowest achievement pupils across all staff in the school through data review and intervention	Improving progress and attainment for identified students. Target students in each year group identified and monitored through RAB	
	Teaching and learning – leading to improved progress for all pupils		
F.	Teachers are equipped to take full responsibility for the learning and behaviour of all pupils in their lessons	Observation of teaching and learning illustrates effective / improving behaviour for learning. Increased use of rewards, reduced numbers of detentions and "final port of call" call-outs are evident.	
G.	Close tracking of the progress of all pupils, by teacher, informs planning for teaching and learning. Regular pupil progress meetings inform whole class teaching, intervention and additional support.	Monitoring of quality of teaching and learning illustrates effective use of data to inform planning. Teachers use a range of feedback strategies to effectively enhance learning outcomes for students.	
H.	A review of the structure and roles of education support staff leads to improved use of additional adults to support student progress and achievement.	Performance management of education support staff includes demonstrable impact on learning, progress and well-being of students.	

	Support staff have a positive impact on pupils' learning, progress and well-being.	2017/18 review of support staff structure indicates positive impact on student performance and well-being (RAB Spring 2018)
I.	Ensure that student voice activities including leadership teams include representatives from key student groups including disadvantaged young people.	Review of student leadership groups in relation to target groups (disadvantage, gender, age, ethnicity) Completion of pupil attitudes to self and school survey enables analysis and response to student feedback.
	Engagement of parents and carers	
J.	A significant majority of parents, including those who are hardest to reach, have had contact with the school in the first term of 2017/18 Conversations with most parents occur at least three times during the academic year.	Leadership confirmation of contact with individual parents through a range of strategies including: - Information evenings - Parents evenings - Pastoral contact - Home visits - Structured conversations with focus groups
K.	Structured conversation training with teachers has been completed to ensure that all staff are confident to engage with parents and carers of target pupils.	Parents and carers report that they feel confident working in partnership with their child's school and that they are listened to by the school.
	Wider opportunities and outcomes – to support the participation, enjoyment and achievement of students in all elements of school life	
L.	The attendance of all student groups is tracked closely, particularly disadvantaged students, to ensure effective and specific actions are taken to improve the attendance of all, leading to better outcomes	Attendance strategy targets early intervention when concerns arise. Targeted actions lead to measureable improvements for individuals and student groups. Target students reviewed weekly.
M.	Rewards and sanctions remain under review with a focus on increasing the celebration of success and progress. Steps are taken to ensure that disadvantaged students are not disproportionately represented in behaviour or exclusion records	Termly monitoring of rewards / sanctions demonstrate improvements in both. RAB Review of exclusions to evaluate impact on

		behaviour policy on disadvantaged students
N.	Developing Access to Learning provision ensures that support is available to disadvantaged students to develop their confidence, self-esteem and well-being. Strategies include: - Access to Learning, support for vulnerable students - Community Fusion Mentoring programme - Access to Learning, support to reflect on behavioural challenges - Thrive to support the development of student mental health and well-being - EAL Integration and support programmes - Coordination of support for SEND students - Targetted reading intervention - Targeted literacy development - Targeted numeracy development - ASD Support networks - Educational psychologist assessment - Support for students at risk of substance misuse - Support for students at risk of becoming young offenders - Support for students at risk of CSE - Support for pregnant teenagers	Access to learning development plan evaluation reported to RAB Impact of individual interventions evident through : Student progress and achievement Student attendance Behaviour logs Numbers accessing programmes Numbers accessing alternative provision
O.	Audit of participation of different pupil groups in extra curriculum opportunities leads to increased participation in all aspects of community life. Students have access to a wide a varied extra-curricular programme.	Termly report to RAB on events / activities and participation
P.	High quality information sharing is in place with parents and carers, children and young people to ensure smooth transition.	Progress through Key Stage 3 is positive for disadvantaged students
Q.	Where necessary, personalised curriculum plans are developed with families to support young people unable to access the mainstream curriculum at NBA through development of effective partnerships with alternative provision.	Improvements in student behaviour, attendance and progress are measureable when alternative provision opportunities are in place.

5. Planned expenditure	
Academic year	**2017_2018**

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?
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	Headteacher	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	AHT Teaching & Learning	HR Reports to RAB on termly basis
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.

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
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	Work scrutiny and moderation meetings and reporting to SLT Link	Leadership Link (DA)	Termly
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
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	SENDCO Literacy lead	Termly
Improve the progress and achievement of disadvantaged students in mathematics	Maths Mastery	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 Headteachers' meeting. Launch Summer 2017, implementation Autumn 2017

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?
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	MJO	Continue from 2018/19 In year review recognises improvements in behaviour for individual pupils.

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.	Educational Psychologist to liaise with professionals on EHCP	SENDCO (JH)	Continue from 2018/19 Policy and practice improvements to ensure monitoring and review of AP placements to ensure all Ps benefit from provision.
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 2019
Improve student progress and achievement	Creation of additional, smaller teaching groups in target areas.	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	Teaching & Learning Lead (LM)	Substantial improvement expected in 2019 following mock results in Nov and March
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)	Pupil passport use now well-established and supporting QFT. Expected outcomes for SEND pupils improving.

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 Headteacher (CS)	Reviewed in Sept 2018. Flight paths and targets maintained in Y7 and Y8 in line with RADY strategy guidelines.
Whole school development	THRIVE Pilot	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)	Impact assessment of THRIVE Strategy suggests significant progress in group level SEMH development through tutorial programmes.
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 Some gaps in Autumn 2018 due to staff absence. Support now in place within increasing caseload.
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 Headteacher (AS)	Weekly review at Senior Leadership Monthly report to Regional team.
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?
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.
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.	Careers lead in place	Careers Lead (JR)	Transformation of provision including work placements, strategy and impact on students recognised by careers enterprise company review. Now seen as example of best practice,.
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 Headteacher	Successful launch and review in Autumn 2018. Second year recruitment plans in place.
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 Headteacher (AB)	Individual placements reviewed termly. Daily attendance and behaviour monitoring in place.
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 Headteacher (JD)	Evaluation of activities and student voice illustrates positive impact on attitudes and behaviours.
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 2018 to increase into 2018/19 Spring 2019 Option process for Y9 suggests substantial increase in uptake.
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	Engage Year 11 parents and pupils before intervention begins to address any concerns. October 2016	Head of Y11	Summer 2018 to continue in 2018/19

		resource bank to support homework is a relatively low cost, moderate impact strategy.	Track progress in English and maths after each data collection point.		
				Total budgeted cost	

6. Additional detail

Staff stability – recruitment and retention of key staff in all areas of the school is vital in maintaining the stable, productive environment that has been lacking in recent years.
Imaginative use of recruitment tools will be vital in succession planning and developing a sustainable workforce.   Staff development from pre-teacher training through to senior leadership will be important in retaining key staff.

A small number of key initiatives have been carefully selected and planned to drive improvement priorities over the next three years.

Thrive – Whole school focus on pupil mental health and well-being.
Achievement for all – Whole School framework for improvements in leadership, teaching & learning, parental engagement and student outcomes.
Raising achievement of disadvantaged young people – Starting in Yr7 provides a long term focus on raising expectations and challenging underperformance in key student groups.
Maths Mastery – Region wide, 5 year project on the development of maths teaching and learning in KS3 and KS4 based on proven success elsewhere.
PiXL – Engagement in a growing network of schools, teachers offering subject support and challenging development opportunities for education support staff.
Combined Cadet Force – The development of a CCF unit in the school is expected to provide opportunities for students to develop their personal skills, resilience and employability.

Outward Bound Trust Partnership – Developing opportunities for students to engage in a wider range of activities supporting personal development, particularly resilience, leadership and willingness to participate.

Catch Up Premium Plan

School	North Birmingham Academy		
Academic Year	2017-18	**Total CU budget** **£22500 (2016/17)** **£17484 (2017/18)**	£17484

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?
Increase the proportion of students meeting age related expectations in English	Targeted small group catch-up in English through Y7 and Y8.	Prior attainment of students joining the school is significantly below national average.	SENCO / A2L lead oversee progress of target students and are able to monitor impact of interventions.	Head of Zone (JK) SENDCO (JH)	6 weekly plan, do review cycle
Increase the proportion of students meeting age related expectations in reading	Reading assessment and catch up programme run through Y7-Y10.	A high number of students have reading ages 3 or more years below their chronological age	SENCO / A2L lead oversee progress of target students and are able to monitor impact of interventions.	Literacy Lead (BC) SENDCO (JH)	6 weekly plan, do review cycle
Increase the proportion of students meeting age related expectations in mathematics	Targeted small group catch-up in mathematics through Y7 and Y8	Prior attainment of students joining the school is significantly below average	SENCO / A2L lead oversee progress of target students and are able to monitor impact of interventions.	Head of Zone (AG) SENDCO (JH)	6 weekly plan, do, review cycle

Catch Up funding will be used to subsidise activity above alongside pupil premium funding.   £22500 does not cover full costs of staffing for interventions planned.