

Darwen Aldridge Community Academy – Pupil Premium Strategy Statement

1. Summary information					
School	Darwen Aldridge Community Academy				
Academic Year	2019-20	Total PP budget	£294,525	Date of most recent PP Review	September 2019
Total number of pupils	1169	Number of pupils eligible for PP	405	Date for next internal review of this strategy	Feb 2020

2. Current attainment		
<i>All provisional data which will be validated in January</i>	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9 - 4 incl. EM	52	Data not available yet.
Progress 8 score average	-0.48	Data not available yet.
Attainment 8 score average	39.89	Data not available yet.

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.	Many students who enter the Academy have literacy levels below what is considered Functional Literacy and with reading ages below 9 years and 6 months. These levels can hinder progress at KS3 and subsequently at KS4. There is little reading for pleasure.
B.	Many students who enter the Academy have literacy levels below what is considered Functional numeracy which prevents them from developing mastery of maths and dealing with some of the more complex problem solving tasks at KS3 and KS4, particularly with non-calculator questions.
C.	The progress and attainment of disadvantaged boys has been behind that of other groups on entry to the Academy at both KS3 and KS4.
D.	The progress and attainment of Most Able and disadvantaged students has also been behind that of other groups with students in this group not reaching the top grades at GCSE. Expectations and aspirations need to be higher.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance of Disadvantaged students is lower than non-disadvantaged students. This affects progress and outcomes at both KS3 and KS4.
F.	Many disadvantaged students have low aspirations and do not progress into further education or University. Those who do are often the first in the family to do so.

G.	Many disadvantaged students have poor mental health and/or emotional difficulties for which they do not have the coping strategies to manage effectively.	
4. Desired outcomes (<i>desired outcomes</i>)		Success criteria
A.	Track the progress and adopt relevant intervention strategies for CIOC.	<p>The list is not exhaustive, but there should be improvements in some/all of these key areas:</p> <ul style="list-style-type: none"> • Attendance • Reduced number of recorded incidents • Acceleration in reading/spelling ages. • To achieve in line with or above target grades.
B.	To ensure that there is accountability throughout the organisation and that all teachers are aware of PP students in their groups and have a plan to maximize progress.	<ul style="list-style-type: none"> • Students to be at least “on track” and with a good ATL level at the progress reviews • Consistent application of teaching and learning strategies and ‘non-negotiables’ implemented into lesson. • Every faculty incorporates key actions into a faculty Improvement Plan following Audit which is reviewed regularly. • Every subject teacher can easily identify relevant strategies to motivate, inspire and engage. • Staff implement high quality and effective resources to use in class with targeted PP students. • All staff aware of all Disadvantaged students within their classes.
C.	To improve attendance of disadvantaged pupils and reduce the number of persistently absent students to in line with national average.	<ul style="list-style-type: none"> • Minutes of meetings indicate clear interventions. • Attendance of Disadvantaged students is above 95% with low numbers of persistently absent students.
D.	To provide additional stimulus to ensure that any barriers to learning are removed for disadvantaged students.	<ul style="list-style-type: none"> • Students to be at least “on track” and with a good ATL level at the progress reviews • Consistent application of teaching and learning strategies implemented into lesson • Every subject teacher can easily identify relevant strategies to motivate, inspire and engage. • Increased attendance at extra-curricular activities. • Accelerated progress in subjects.

E.	To close the gap in exam performance between Y11 disadvantaged students and the rest of the cohort, with a focus on boys and most able students.	<ul style="list-style-type: none"> • Improved outcomes for students at GCSE where the difference is diminished between disadvantaged students and the rest of the cohort. • Progress of disadvantaged boys to be in line with the rest of the cohort. • More of the most able and disadvantaged students to achieve the top grades at GCSE. • Improved numbers joining further education and University
F.	To close the gap in attainment at KS3 for PP students including levels of literacy and reading ages, with a focus on boys and most able students.	<ul style="list-style-type: none"> • Accelerated progress for disadvantaged students at KS3. • Gap is eradicated between them and the rest of the cohort. • More of the most able and disadvantaged students to achieve high levels at KS3, in line with most able (non-disadvantaged) students.
G.	To provide students with effective support for emotional wellbeing and mental health so that students are equipped with the skills and resources they need to manage their own wellbeing.	<ul style="list-style-type: none"> • Students are able to manage their wellbeing effectively. • Students receive the support they need for mental health difficulties so that it does not have an effect on other aspects of school life.

5. Planned expenditure					
Academic year	2019-20				
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?
B. To ensure that there is accountability throughout the organisation and that all teachers are aware of PP students in their groups and have a plan to maximize progress.	RLE to send PP individual strategies to all staff so they have an awareness of the PP children in their groups and “what works well” in terms of maximizing each child’s progress	It has previously worked well within SEND for all staff to have access to strategies for students and have a greater understanding of the need of the students. As every student is different, this allows for a personalised approach to provision.	Different staff to share good practice throughout the year and shared resources continue to grow so that everyone takes ownership. Reviewing at each faculty meeting termly. Introduced clearly and effectively and then monitored through the QA cycle.	RLE/DOLs	December 2019
B. To ensure that there is accountability throughout the organisation and that all teachers are aware of PP students in their groups and have a plan to maximize progress.	To adopt a tiered approach to support based on need which is adopted by staff. All staff to know which tier of support students are on.	This has been an approach which worked well in the last academic year and meant that all staff were aware of which students need a particular focus and what interventions they are currently having. This has been tweaked for this academic year based on which interventions had been successful and on which tier.	Introduced clearly and effectively and then monitored through the QA cycle. Reviewed termly through data analysis and students should move down the tierings due to effective support.	RLE/DOLs	December 2019

B. To ensure that there is accountability throughout the organisation and that all teachers are aware of PP students in their groups and have a plan to maximize progress.	Every Department to complete an Audit and Action Plan for Disadvantaged students which is then a standing agenda item within faculty meetings and can be used to prioritise funding.	This has been an approach that has worked well in previous years as every faculty has slightly different priorities when it comes to diminishing the difference for disadvantaged students. By collating these audits, consistency across faculties can be improved and opportunities for sharing best practice can be implemented.	All audits collated by RLE to ensure consistency across faculties. Reviewed regularly in faculty meetings with opportunities for sharing best practice.	DOLs	October 2019
E. To close the gap in exam performance between Y11 disadvantaged students and the rest of the cohort, with a focus on boys and most able students. F. To close the gap in attainment at KS3 for PP students including levels of literacy and reading ages, with a focus on boys and most able students.	Half-termly achievement meetings with DOLS to have a focus on PP where a need is identified	This strategy will ensure that disadvantaged students and their progress is regularly being looked at and reviewed. It allows for accountability whilst also ensuring that good practice is shared so that outcomes can improve at all key stages.	Meetings have been calendared and close liaison with Assistant Principal for Assessment will ensure that data is accurate and therefore the achievement meetings focus on the priority areas.	RLE/DOLs/AP Assessment	Reviewed at each meeting.

B. To ensure that there is accountability throughout the organisation and that all teachers are aware of PP students in their groups and have a plan to maximize progress.	Training sessions and CPD provided for staff to ensure that teaching and learning is high quality.	Teaching and Learning is at the heart of the school and where teaching is consistently good or outstanding, students will make more progress. Tailored sessions and CPD will provide opportunities for staff to develop their strategies for disadvantaged students and also allow them to share best practice.	CPD calendar to be bespoke for the needs of the staff. Close liaison with the Assistant Principal for Teaching and Learning will ensure that all training is relevant and effective.	RLE/AP Teaching and Learning	December 2019
Total budgeted cost					£50,000
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?
F. To close the gap in attainment at KS3 for PP students including levels of literacy and reading ages, with a focus on boys and most able students.	Peer Tutoring for PP students at KS3 who are underachieving	There is lots of evidence that Peer Tutoring improves outcomes, self-esteem and social interaction for young people when implemented successfully.	<p>This cohort will start small so that it can be implemented successfully and then built upon.</p> <p>Training will be provided by Blue Circle Training for all peer tutors. These are experienced training providers who will also provide a range of proven resources.</p>	RLE/AFN	December 2019

<p>E. To close the gap in exam performance between Y11 disadvantaged students and the rest of the cohort, with a focus on boys and most able students.</p> <p>F. To close the gap in attainment at KS3 for PP students including levels of literacy and reading ages, with a focus on boys and most able students.</p>	<p>Use of SAM learning intervention programme to target underachieving PP students at KS3.</p> <p>Use of SAM learning GCSE resources to target underachieving PP students at KS4.</p>	<p>SAM learning is a proven intervention programme at both Key Stage 3 and Key Stage 4 which has shown a great impact on outcomes in schools which have implemented the programme.</p> <p>Data can easily be analysed on a class teacher and whole school level to see where the programme has been successful.</p>	<p>Each school who uses the programme has regular meetings with a consultant from SAM learning to ensure that the programme has been implemented successfully. Their expertise provides solutions and a knowledge of what works best within schools.</p> <p>AFN has timetabled sessions to analyse data from SAM learning and to provide bespoke sessions for the students based on this so that it meets their needs.</p>	RLE/AFN/JTY	October 2019
<p>F. To close the gap in attainment at KS3 for PP students including levels of literacy and reading ages, with a focus on boys and most able students.</p>	<p>HLTA in post specifically to work with disadvantaged students with low levels of attendance and attainment, both inside and outside of the classroom.</p>	<p>This provision has been in place for two years and the HLTA has made improvements with the students she has worked with.</p> <p>This will be developed this year to include, attendance, parental engagement and behaviour to ensure that there is a comprehensive view to improving outcomes.</p>	<p>This will be implemented via a tiered approach to intervention which is tracked regularly and consistently.</p> <p>Any interventions used must be SMART and will be monitored by RLE as part of the QA cycle.</p>	RLE/AFN	October 2019

D. To provide additional stimulus to ensure that any barriers to learning are removed for disadvantaged students.	Parent Forum to help parents in supporting the learning of their child.	This provision has previously been successfully in engaging parents and as a result improving outcomes for young people. This approach ensures that parents are fully involved and informed about school life so that home and school are working together effectively.	Parent Forum sessions to be calendared and to be targeted effectively.	RLE/DCE	January 2020
A. Track the progress and adopt relevant intervention strategies for CIOC.	Create an individual PP spending plan for each CIOC, based around the PEP targets.	As well as being a legal requirement, this personalised approach to provision for students has worked well previously and enabled students to make progress in a range of areas.	Meetings calendared in with all relevant professionals so that all parties can be involved in making the best decisions for the young person.	RLE/AFN	March 2020
E. To close the gap in exam performance between Y11 disadvantaged students and the rest of the cohort, with a focus on boys and most able students.	'Get Exam Fit' Programme for underachieving Year 11 students to boost exam performance	This is a programme with proven successes through Youth Sport Trust and was implemented last year with positive results.	HLN is working closely with the Youth Sport Trust to ensure that the programme is appropriate for our provision and our students and has tailored it to meet their needs. All sessions have been calendared in.	HLN/RLE	December 2019

<p>E. To close the gap in exam performance between Y11 disadvantaged students and the rest of the cohort, with a focus on boys and most able students.</p> <p>F. To close the gap in attainment at KS3 for PP students including levels of literacy and reading ages, with a focus on boys and most able students.</p> <p>G. To provide students with effective support for emotional wellbeing and mental health so that students are equipped with the skills and resources they need to manage their own wellbeing.</p>	<p>Study Skills sessions led by RLE for all PP students in Year 7-11 focusing on strategies to access the curriculum and wellbeing support.</p>	<p>For many students in the academy, there is a lot of passive learning and a lack of independence where students simply do not have the tools to help themselves. By having sessions which focus on these areas, including mindfulness, we can begin to tackle this and provide students with transferable skills to use in lessons. It will also provide an opportunity to equip students with the skills and resources required to manage their own wellbeing.</p>	<p>All sessions will have follow up materials for staff and students so that this is not seen as a one off and instead is something that is embedded.</p> <p>Student voice will also provide feedback on how future sessions can be improved.</p>	<p>RLE</p>	<p>After each session – ongoing throughout the year.</p>
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C. To improve attendance of disadvantaged pupils and reduce the number of persistently absent students to in line with national average.	Attendance competitions for individuals and tutor group rewards.	This strategy was implemented in the previous academic year and improved attendance of disadvantaged students.	This has already been successfully implemented but will need to be explained and embedded with the new Year 7 cohort.	DCE/PMs/Attendance Team.	October 2019
C. To improve attendance of disadvantaged pupils and reduce the number of persistently absent students to in line with national average.	<p>Meet and greet sessions to discuss attendance and remove possible barriers to attendance.</p> <p>AFN to work specifically with PP students and their families who have low attendance to come up with suitable strategies.</p>	This work is ongoing and has proved successful in terms of improving attendance for those students who have been targeted. By including AFN to also work on this, more students can be targeted and as a result attendance figures should continue to rise.	<p>This has already been successfully implemented.</p> <p>AFN will have timetabled slots to target these sessions weekly so it is not done on an ad-hoc basis.</p>	Attendance team/AFN	December 2019

E. To close the gap in exam performance between Y11 disadvantaged students and the rest of the cohort, with a focus on most able students.	Continued Involvement in the East Lancashire Scholars programme	This has been a programme which has previously been successful in raising attainment and aspirations within the academy.	This is already successfully implemented and work is ongoing	TLL	December 2019
C. To improve attendance of disadvantaged pupils and reduce the number of persistently absent students to in line with national average. D. To provide additional stimulus to ensure that any barriers to learning are removed for disadvantaged students.	HLTA targeted support for an identified group of students. Each HLTA will have a number of identified students in a year group who need additional support and will work closely with them throughout the year.	This was implemented during the last academic year and was successful in engaging some hard to reach students. Attendance and outcomes improved for this specific group.	This is already successfully implemented and work is ongoing. RLE to monitor through QA cycle	RLE/HLTAs	December 2019
					£194,000

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?
D. To provide additional stimulus to ensure that any barriers to learning are removed for disadvantaged students.	Get Involved. To continue to promote the importance of extra- curricular activities and the link with progress. Particular focus on PP students	School is about more than outcomes and it is important that all students have the opportunity to engage in a full extra-curricular programme and to participate in activities. There should be no barriers to this and it is important that these are addressed.	RLE to interview all the disadvantaged students to look at potential barriers as well as what already works so that these can be implemented and put into practice.	RLE/AFN	January 2020
D. To provide additional stimulus to ensure that any barriers to learning are removed for disadvantaged students.	Breakfast club for our most vulnerable students in the Nurture area.	Some students arrive to school having not eaten and this can have a significant impact on the rest of the day and long term, on their progress. This provides students with a safe place where they can get ready for the school day.	This has already been successfully implemented and is promoted via tutors.	JTY	January 2020
D. To provide additional stimulus to ensure that any barriers to learning are removed for disadvantaged students.	Items of uniform and PE kit supplied for several students alongside any learning materials (e.g. revision guides.)	There should be no barriers for students to be able to access the curriculum and make progress and so it is important that materials are provided where required.	RLE to interview all the disadvantaged students to look at potential barriers as well as what already works so that these can be implemented and put into practice.	RLE/AFN/PMs	January 2020

G. To provide students with effective support for emotional wellbeing and mental health so that students are equipped with the skills and resources they need to manage their own wellbeing.	Mental Health Programme. HLN will work with a targeted group of students to provide mental health support and strategies	A number of students struggle with their mental health and so this provides targeted support for key students who need it. If they can engage with appropriate coping strategies then this will have an impact on other aspects of school life.	This is a pilot in the first instance and so the cohort will start small so that it can be successfully implemented and then built on from there. HLN to closely track the progress of the students and the impact it has elsewhere.	RLE/HLN	December 2019
Total budgeted cost					£50,000