



# DSL V

Nurture | Aspire | Achieve

An E-ACT academy

## Pupil Premium. Actions and Funding Summary 2012-13

Action	Cost	Outline	Impact	Evaluation/Next Steps
Fund the work of Parent Support Advisors (2) to engage and support families.	63,500	PSAs meet with parents and pupils on a regular basis to boost attendance, attitudes to learning, check progress and offer support.	Improved engagement from families, support for the academy, attendance and behaviour.	After each ARR cycle use attendance and behaviour data to target pupils who may need additional support from PSA. Develop links between primary and senior PSAs to ensure that parental link is maintained for hard to reach families. Develop the work started with PSA to expand to assertive mentoring of PP pupils within the academy.
Appoint a member of staff to lead on PP strategies.	24,000	Lead member of staff appointed and setting in place tracking programme across the academy*.	Teams in place and tracking set up.	Develop tracking strategies to ensure that data includes all interventions put in place to support PP pupils. Review this after each ARR and adapt intervention as and when required.
Fund intervention teachers, particularly at Primary where the concentration of PP qualifiers is highest, to boost literacy and numeracy skills and use this early intervention to prevent a gap widening by the end of KS2.	21,396	Intervention targeted on key year groups and individuals.	Progress at KS2 improving in 2012 and 2013.	Continue to use intervention teachers to support pupils in 1:1 and small group work. Develop further to target pupils entering senior phase without Level 4 English or Maths and KS4 pupils not expected to get Grade C English or Maths.
Examine and track where PP pupils are placed in Senior and Sixth Pathways and put in place intervention through smaller group sizes to boost standards and progress of Curriculum + pupils, in particular in Years 7	9,000	Smaller groups in place 2012/13 for nurture pathway in Maths and English.	Noticeable improvement in attitudes to learning and engagement in lessons.	Evaluation of pathways taking place at the moment.

and 8.				
Use the provision of lessons for Years 5 and 6 pupils in Senior and Sixth facilities to boost engagement, attitudes to learning and progress.	12,000	Programme in place in Design and Technology, ICT and PE.	Effective KS2-3 transition with improved engagement.	Attitudes of pupils in these areas have been positive. Early indications show that attendance of Year 6 PP pupils at summer school is higher than previous years. Investigate the use of peer mentors from sixth form for primary aged pupils.
Provide all Pupil Premium students with revision guides, workbooks and other resources in subjects where intervention is required for them to reach their target grades.	2,000	Hold an intervention evening for students and their parents where resources are given out and sessions are held to discuss how parents can help in ensuring their children reach target grades.	Improved results at GCSE. Current 5A*-C EM figure for PP students at 44% compared to 38% for FSM students from last year.	Linked in with whole school intervention strategies. Ensure that PSA are used to liaise with key parents to raise attendance. Departments to create a list of key resources students need for their curriculum area.
Ensure all PP students have intervention to ensure they achieve a Grade C in the Maths GCSE.	990	As part of the Maths Curriculum Enrichment day, create a PP group for C/D students, who will receive booster sessions provided by outside agencies aimed specifically at achieving a Grade C.	Improved Maths GCSE and LOP results. Currently 53% are on track to make at least 3+ LOP compared to 50% last year and 24% are on track to make 4+ LOP compared to 16% last year.	Key pupils identified through whole school data analysis. This to be developed further to ensure that all PP pupils who require support are targeted as required.
Ensure all PP students who will achieve at least a grade C in English and 3 other subjects but require intervention to ensure they achieve a Grade C in the Maths GCSE.	2,500	Using teachers in school who are known to students to deliver booster sessions in Maths.	Improved Maths GCSE results. 7 students are currently having Maths intervention lessons to help achieve a Grade C. 5 students who were receiving the same intervention n have already achieved this grade.	As above.
Engage pupils and parents through provision for out of lesson learning activities.	30,128	Promote purposeful play and social skills by installing Trim-Trail equipment on Primary playgrounds.	70% reduction of behaviour issues at lunchtimes.  Parents attend cooking clubs	Launch of enrichment period in September to ensure that all pupils have opportunity to participate in learning

		<p>'Let's Get Cooking' and 'Tiny Cooks' programmes.</p> <p>Social skills community project with Police/Realise in place for Yr5-8 pupils.</p> <p>Breakfast and After School Nurture clubs at Primary, Study Club at Senior and Sixth Form.</p>	<p>with their children to improve healthy eating and have requested further clubs. Identified children benefit from social skills development and improved behaviour in the community.</p> <p>Improved attendance, behaviour and social skills development of vulnerable children.</p>	<p>outside the classroom.</p>
Put in place enrichment activities for all using the extended day programme to engage pupils in activities beyond lessons and ensure that all pupils are involved in extra-curricular activities.	5,000 (staffing) 10,000 (resourcing)	Planning at an early stage for Sept 2013. Staff appointments in place to lead developments.*	Start Sept 2013.	As above
Use Curriculum Enrichment Days to run cultural engagement/broadening horizons activities that are planned and sequenced across the academy as an entitlement programme so that all pupils gain a diet of museum, arts, multi-cultural, outdoor experiences with funding so that all pupils are able to attend.	3,440	CE Days in place + funded visits for Yr 4 and residential for Yr 6. Additional funding allocated to support individual pupils for France visit.		Aspirations Day to be linked into Careers Enrichment Day in September – developing links with successful business people and role models within the community. Use of the enrichment period to provide opportunity for all pupils to access activities beyond the curriculum.
Actively promote the engagement of PP pupils with the academy through promoting the attendance of parents to academy events and their use of the Insight Portal.	350	Parents contacted by phone with reminders about Parents' Evenings. Attendance encouraged at Primary Celebration Assemblies. Information posted home to PP pupils.	Attendance has improved over the last 12 months (27 PP parents at first parents evening of the year to 44 at the most recent evening. The gap between PP/non PP parents' attendance has decreased from 30% to 22%.	Use of form tutor phone calls had in impact on parental attendance. This to become best practice and continued. Drop in support session run for enrichment period in junior phase. Success of this to be used to evaluate future sessions for PP parents.
Track the attendance, behaviour and awards data on PP pupils.		Tracking system in place and data recorded for analysis.*	There is currently a 3% gap in attendance between PP and non PP meaning that attendance for	Departments/Colleges have been provided with photos of PP students in order to

			<p>PP is 91%. In the Senior and Sixth Form PP students average 10 fewer achievement points and 9 more behaviour points than non PP.</p>	<p>raise awareness amongst all staff.</p> <p>From September a designated TLR holder within each department will be responsible for tracking PP students and adapting within department intervention strategies.</p> <p>Develop tracking measures to increase awareness of PP progress. Departments to produce information on performance reports and also matrices to highlight underperformance after each ARR. Colleges to analyse behaviour and attendance figures to identify target pupils.</p>
<p>Provide high quality Information, Advice and Guidance on Careers and future educational pathways so that PP pupils do not become NEET.</p>	1,500	<p>Interviews with Connexions + follow-up booked for identified, vulnerable pupils.</p>	<p>28% of PP students applied for places in the Sixth Form to take A Levels (20% gap). 50% applied for College or other Sixth Form and offered places. Connexions engaged to interview and support applications.</p>	<p>Further develop identification processes to ensure that all PP pupils are monitored and encouraged to apply for placements suitable to ability (aim high).</p>
<p>Form a small working party across the academy to take ownership of this group over time and as they progress through the academy and to devise appropriate programmes.</p>		<p>Working party formed involving staff from all phases within the academy. Posts of responsibility in place.*</p>	<p>Good practice regarding communication with parents shared from Primary to Senior phase with form tutors in Senior and Sixth Form now making phone communication re parents' evenings with an increased attendance as a result.</p> <p>Information is shared more freely across the academy and</p>	<p>Meetings have taken place during the year. These to be scheduled from September to ensure that regular contact takes place across the Academy.</p> <p>Knowledge of staff regarding PP to improve as they have key staff to speak to regarding concerns.</p>

			pupils with siblings in each phase identified to improve pupil and family support.	
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