Pupil premium strategy statement – The Ripley Academy 2018/19

1. Summary information					
School	The Ripley Academy				
Academic Year	18/19	Total PP budget (proposed)	149,940	Date of most recent PP Review	Sept 18
Total number of pupils	672	Number of pupils eligible for PP	204	Date for next internal review of this strategy	Dec 18

2. Key Indicators (most recent Year 11)	2018 Data Source:SISRA	Unvalidated	X	Validated	
	Pupils eligible for PP (2017)	Pupils not eligible for PP (national average)
Key Stage 2 Fine Point Level (Cohort size)	4.30 (34)	4.68 (56)
% Attaining 9-7 in English (Best) and Maths	2.9% (0%)	10.7%
% Attaining 9-5 in English (Best) and Maths	17.6% (6%)	39.3% (42%)
% Attaining 9-4 in English (Best) and Maths	29.4% (19%)	62.5% (63%)
Progress 8 score average	-0.52 (-0.83)	-0.23 (0.11)
Progress 8 English	-0.36 (-0.95)	-0.05 (0.11)
Progress 8 Maths	-0.50 (-1.00)	-0.13 (0.12)
Progress 8 English Baccalaureate Slots	-0.42 (-0.88)	-0.20 (0.13)
Progress 8 Open Slots	-0.73 (-0.61)	-0.45 (0.09)
Progress 8 score average for Higher Ability Pupils	0.24 (-1.39)	-0.15 (0.10)
Progress 8 score average for Middle Ability Pupils	-0.96 (-0.84)	-0.41 (-0.02)
Attainment 8 score average	32.90 (30.77)	43.31 (49.51)
% Entering the English Baccalaureate	29.4% (66%)	28.6% (43%)
% Attaining 9-5 in the English Baccalaureate	8.8% (0%)	14.3% (25%)
% Attendance	95.6% (92.8%)	98.3% (95.9%)
% Persistently Absent	0% (6%)	3.5% (21.6%)
% Staying in education or entering employment after Key Stage 4	100% (100%)	100% (94% 2015)

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.	Progress across the curriculum, particularly English and Maths – diminishing the differences between PP and non PP students, especially HPA PP students as SISRA June 2018/ GCSE results 2018
B.	Literacy and numeracy skills – KS2 data shows that on average PP students are entering 5 points below in English, 4 points below in Maths with a 2 year reading age gap from non PP students (Year 7 2018 entry but similar gaps in all year groups)
C.	Behaviour and attitudes to learning – PP students are more likely to receive a fixed term exclusion (66% in 2017/18), PP boys are more likely to receive a FTE (64% in 2017/18) current gap between PP and non PP FTE is 32%
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance – PP attendance (93.28% in 2017/18) is lower than that of non PP students (96.02%) = 2.74% difference ASP 2015/16 – Ever 6=93.9% (above national average 92.8), FSM=94.4% (***below national average*** 95.9)
E.	Persistent absence figures are higher for PP students (5.6% in 2017/18) compared to non PP students (3.5%) = 2.1% difference ASP 2015/16 – Ever 6=17% (below national average 21.6), FSM=9.4% (***above national average*** 8.30)
F.	Attendance at parents' consultation evenings is consistently 15% lower for PP students compared with non PP students therefore there is less parental engagement in their child's education and aspirations
G.	Disadvantaged students have equal access to educational resources and experiences as non-disadvantaged students. Barriers are removed to meet individual needs
H.	PP students to have equally high aspirations to non PP students - % of PP students going onto further education is lower than national average

4. Desired outcomes *(desired outcomes and how and when they will be measured)*	Success criteria
A.	**Improved progress for PP students on exit** – GCSE Summer results 2019	P8 0.06 All PP students (0.46 increase from 2018) P8 0.20 HPA PP students P8 English 0.03 (0.33 increase from 2018) P8 Maths -0.01 (0.49 increase from 2018) 2019 gap between P8 of PP and non PP students=0.10

B.	**Diminish the difference in numeracy and literacy skills of PP and on PP students** through entitlement to specific interventions to support lowest attainers on entry.	Reading ages of PP students to increase faster so that current gap between PP and non PP students reduces by at least 6 months Maths skills of PP students increase so that projected gap between PP and non PP for GCSE is reduced to ½ a grade
C.	The **behaviour and attitudes of under-performing PP students improve** resulting in more school success and ultimately in the reduction of PP exclusion rates.	Fixed term exclusions for PP students reduce by 30% and gap between PP and non PP students is diminished completely. Proportion of positive achievement and negative behaviour incidents awarded to PP students is in line with proportion awarded to non PP students. (Currently PP students receive one and a half the number of behaviour points than non PP students)
D.	**Absence rates for PP (FSM) are in line with national** measured by ASP resulting in improved attendance for PP students	Absence rates for PP FSM students will be in line or below national average
E.	**Reduced persistent absence for PP (FSM) students** compared with non PP students	Persistent absence rates for PP FSM students will be line or below national average
F.	**Improved attendance at parents' consultation evenings** for PP students	Attendance at parents consultation evenings of PP families is within 10% of non PP families (current gap is 15%)
G.	**Disadvantaged students have equal access to educational resources and experiences as non-disadvantaged students**	Tracking demonstrates that individual students needs are being met and equality of opportunity for all PP students
H.	**PP students have equally high aspirations as non PP students - % continuing to further education in line with national average and 0% NEET**	Participation rates at aspirational events and trips increases to equal non PP students. Continue with 0% NEET

5. Planned expenditure

Academic year	£1,500 external review carried out by NLE Sept 2018 Quality of teaching for all £49,262, Targeted support £26,156, Other approaches £75,175

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 the quality of teaching and learning across all year groups for all students by ensuring that all teachers: • Have high enough expectations of students • **Plan activities that meet learners needs (especially HPA/MPA PP students) ensuring student engagement and challenge** • Manage behaviour effectively using school's systems	Establish the principle of precious lesson time to stop lesson interruptions. 1-hour PP planning time into teachers allocation to provide dedicated fortnightly PP time (£27,510) HODs have regular CPD time to focus to improving T&L provision within depts. (£17,599) Whole school T&L policy to encompass an Accelerated Learning Programme – 6-part lesson structure to create a consistent structure. New bespoke marking and assessment policies created by HoD's. Embedding of the 'classroom entitlement' – PP specific targeted in-class intervention Introduction of individual PP Pupil Passport to increase teachers knowledge of barriers and effective strategies (£1,753 data lead) Introduction of departmental PP champions to track, monitor progress within subject areas (UPS staff) (£2,400)	The introduction a whole school 'accelerated learning programme' as a sustainable change within teaching and learning. A common language to be used by students/staff in classrooms ensuring lessons are appropriately 'chunked' creating pace and students leading their own learning. Evidence: Sutton Trust suggests that highly effective teaching and teacher / student relationships are key to reducing differences between cohorts. Evidence: John Hattie's research on the most significant effects on educational performance identifies; teacher estimates of achievement (higher expectations), collective teaching efficacy (quality of whole school T + L), teacher strategies (pitch, pace, activity, 'classroom entitlement') and feedback (marking & assessment policy) as being some of the most effective measures for improving the performance of a cohort. PP students achieve better with highly effective teaching which is personalised to them as evidenced in QA and corroborated in subject's student outcomes (esp. Maths/English)	Learning walks and other QA to be shared across SLT and HOD's Learning walks and QA to have a student centred focus. Students to respond to questions about learning. Focus on PP 'classroom entitlement' during all QA processes – use feedback from observations and learning walks to demonstrate and share 'good practice' strategies and identify training needs. Development of 'data driven' intervention strategies for underperforming students focus on the implementation of the 'classroom entitlement' • HoD – monitor and co-ordinate under target PP students in faculty + implement CE Strategy • HoH – focus on student experience in lessons – 'learning journal' + identifying barriers to learning • PP champions – subject focus working alongside HoD to track and monitor progress, lead on interventions. Use of KS3 and KS4 data collection windows to measure impact of intervention. Classroom entitlement driven through whole school T&L briefings and HoD's within school to ensure best practice is shared across the school.	SLT / HoD's JDE /JSC / MLI SLT/HODs HoDs/HoHs/MLI SLT/MLI HoD/SLT	On-going in school QA systems to monitor implementation through middle leaders Regular review of improvement plans by SLT at least 3 times a year, with governor review termly.

| | | | | | Total budgeted cost | £49,262 |

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?
Improve PP students literacy/reading age to be within 6 months of their non PP peers	Arti test on entry to school Intervention in place if below 9.5 years Re-test July Reading intervention programme for Key Stage 3 PP students with reading age below their chronological age (£5,600)	EEF/Sutton Trust evidence shows that highly effective teaching in small groups and effective teacher/student relationships are key to reducing in-school differences between cohorts. Improved literacy increases access to all other subjects areas across the curriculum.	In-school QA processes including lesson observation and work scrutiny, student voice, progress data tracking. Access Reading Test on entry and termly afterwards to track progress	JSC/GNE	Feb and June 2019
Reduce in-school gap between PP and non PP in Maths Y11 Progress 8 gap of 0.10 Y10 Progress 8 gap of 0.10	Year 11/10 Maths small group or 1-2-1 intervention (10 hours per week using one member of additional staffing) (£11,351)	Hattie research as above. PP students are first focus for academic interventions, in-class support and priority marking in weakest performing subject area.	In-school QA processes including lesson observation and work scrutiny from HoD, student voice, progress data tracking.	JTH	Dec 2018, March 2019 – impact report for SLT/governors August 2019 following GCSE results
Diminish the difference between PP students and other students nationally/in school at KS4	• Targeted tutor time core subject intervention (£500) • One to one termly interviews including target setting (£1,900) • Bespoke revision programme/resources (£780) • Termly KS 4 parent/student meetings with HoH/SLT (£3,240) • Mentoring for HPA PP students (£2,785)	EEF/Sutton Trust evidence shows that highly effective teaching in small groups and effective teacher/student relationships are key to reducing in-school differences between cohorts. Positive relationships within school help to improve progress of students (teacher/student and teacher/parent). Increasing parental engagement to focus on positives.	QA programme – including student/parent voice, observation of interviews/meetings. Data tracking and monitoring at each data point to measure impact.	JSC/MLI	Dec 2018 and March 2019
				Total budgeted cost	£26,156

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?**
Reduce the difference in absence and persistent absence for PP and non PP learners (particularly FSM) so in line or better than national averages	Employing a dedicated attendance officer (JDO) who has had a significant and immediate impact on overall attendance. Ever 6 students are performing well but we still have an attendance gap with FSM learners. (£12,463) All house teams focus on attendance and punctuality (SSC 2 hours daily - £3,000) Greater use of rewards and extended services to encourage learners into school. (£2,000) Greater contact between target families and school via new Heads of House (x4) as pastoral leads. (£7,773) Targeted use of multi-agency team resources to address vulnerable students' needs out of school (£19,230)	It is impossible to improve the attainment of learners who are not at school. NfER briefing for school leaders identifies addressing attendance as a key step. Reducing PP (FSM) persistent absence is seen as a key improvement target for the school which will impact upon progress and overall life chances	JDO to monitor attendance on a daily basis with SLT follow up where required. SLT have attendance related issues as a regular agenda item and regularly collect figures as key performance indicators Termly attendance panels Visit other schools with strong PP implementation strategies to share best practice Safeguarding issues are addressed using MAT team support to prevent negative impact on attendance and to improve attainment/progress	JSC Attendance officer JDO & Student Support Team	Attendance/PA figures collated and reviewed monthly and half termly Regular review of improvement plans by SLT 3 times a year, with governor review termly.
Improve PP students' behaviour and attitudes towards learning. Move reward outcomes and negative sanctions in line with non PP learners as a proportion of the student body	Heads of House and Student Support Co-Ordinators to target PP students who are significantly under target with support strategies. (£7,773) HoH/SLT to meet termly with all PP students to identify barriers to learning and update Pupil Passport	The EEF Toolkit suggests that targeted intervention matched to specific students with particular issues or needs can be effective, especially for behavioural issues in older students. Assessment programme will allow identification of weaker areas and subsequent intervention by HoH/tutor. Measure of progress throughout academic year.	Improved parental contact to ensure parents are aware of interventions and opportunities to reward and praise are promoted. Head of House to track progress of PP students including achievement/behaviour points and intervene accordingly	JSC/SFI Heads of House /SS team	Regular review of improvement plans by SLT 3 times a year, with governor review termly.

	Use of Pupil Attitudes to School Survey on entry and at end of school year (£1,000)	Identify early issues relating to attitudes towards school and work with mentor towards improving key areas – retest in July 2019	One to one career interviews for KS 4 students to ensure aspiration towards chosen career path impacting positively on attendance		
Increase attendance at parents consultation evening of parents of PP students.	HoH (SKI) co-ordination the overall view of attendance at parents' consultation events. PP students can have appointments booked by teachers, with 'PP spaces" a booking possibility for teachers. A strong pastoral team ensures that a member of the wider pastoral team contact underperforming PP students on the request of subject teachers. Underperforming PP non-attenders contacted by wider pastoral team by phone with support and comments. (£1,993)	PP families have a history of attending parent consultation evenings less frequently than non PP families. Parental engagement has been shown to increase outcomes and aspirations for both PP and non PP learners. Improving engagement of PP families will, at least, raise awareness of support and funding opportunities linked to school.	SKI tracks attendance at parent consultation evenings and co-ordinates follow up including phone calls and letters to non-attending parents. Where other issues prevent attendance the school will look to support families to improve attendance (e.g. taxis to PCE) All parents/carers to have academic based conversation with a teacher annually to discuss their child's progress	JSC SKI: Whole school responsibility for Parents consultation	Regular review of improvement plans by SLT 3 times a year, with governor review termly.
Disadvantaged students have equal access to resources/trips	Meeting the individual needs of students relating to provision of resources and educational experiences to improve progress and enjoyment in school (£10,000)	Students have equal access to curriculum resources, educational trips and subject specific support	Track where the money is spent on individuals and subject areas e.g uniform, revision resources, trips etc	JSC/CW	Review termly Dec 2018, March, July 2019.

				JSC/KBR	Review termly Dec 2018, March, July 2019.
PP students have equally high aspirations as non PP students - % continuing to further education in line with national average and 0% NEET	Intensive CEIAG programme from Year 7 to develop aspirations in line with academic ability (£1,993) Each PP student to have an individual career plan from Year 9 onwards so they are aware of next steps in their education. RONI tracker used from Year 9 onwards to identify vulnerable students at risk of NEET Careers advisor working in-school once a fortnight all year to support PP learners with developing aspirations in small groups and one-to-one. (£4,950)	Socio Economic background can impact student outcomes (FSM vs Non-FSM 1 GCSE grade lower on average nationally). Family quals and aspiration - lower quals background tends to lower KS4 outcomes (students with HEd parents achieve average 2 grades higher than students where parents have no quals), and less likely to move to L3 post- 16 or continue to Higher Ed. Lower ambition and aspiration may limit students' confidence and drive towards meeting academic potential. Such students may receive less guidance and support for their studies or choices. (DfE Research Report: "Influences on students' GCSE attainment and progress at age 16." P. Sammons et al - September 2014)	All PP students to have regular one to one to one careers interviews to develop aspirations from Year 7 Record interventions with students and details of one to one conversations. Careers interviews to be shared with parent/career CEIAG provision mapped over Key stage 3 and 4 to ensure breadth and depth of coverage Regular item on SLT agenda to monitor on-going progress. Track destination figures yearly by group		
			Total budgeted cost		**£72,175**

6. Review of expenditure			
Previous Academic Year		**2017/18**	
i. Quality of teaching for all			
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)
Improve the quality of teaching and learning across all year groups for all students by ensuring that all teachers: •Have high enough expectations of students •Plan activities that meet learners needs (especially MPA PP and HPA PP students) ensuring student engagement •Manage behaviour effectively using school's systems	Establish the principle of precious lesson time to stop lesson interruptions. 1-hour PP planning time introduced into teachers allocation to provide dedicated fortnightly PP time HODs have regular CPD time to focus to improving T&L provision within depts. Bespoke T&L policies created by HoD's that encompass – diamond' lesson structure focussing on pitch, pace, activity. New bespoke marking and assessment policies created by HoD's. Introduction of a PP 'classroom entitlement' – PP specific targeted in-class intervention with a focus on: • Raising the profile of PP learners • Targeted questions • Quality feedback • Differentiation by group and by task	Precious lesson time fully embedded – zero interruptions to lessons for all students/teachers. Change in whole school culture embraced by all. PP PPA time has helped teachers to understand the importance of this group of students and encouraged them to plan to meet their needs in lessons. Higher expectations for all students not just PP students. Students also have higher expectations of themselves. HOD have more department time with a focus on improving T&L within their areas. Maths, English, Science, MFL results have improved from 2017. Subject based T&L policies enabled personalisation for each subject but as some were too complicated they were not always followed. HoD/SLT agreed a single model was the best way forward to develop a common language/format that could also be shared with students. Explicit 'classroom entitlement' developed and introduced to ensure all stakeholders are aware of PP needs. Regular learning walks and GCSE results show positive impact overall. 2018 GCSE results show improvement of PP P8 score by 0.19 (estimate). Subject improvements were; English P8 increase 0.46, Maths P8 increase 0.37, EBAC increase 0.34. T&L focus was on challenge for higher ability students was provisional P8 figure of -0.18 shows an increase of	Continue with the approach of embedding high quality teaching and learning into EVERY lesson for EVERY student, EVERY day = classroom entitlement = whole school improvement priority Continue with 1-hour PP PPA time per fortnight so teachers have dedicated time to spend on planning to meet the PP students they teach. Seating plans to indicate groups of students and target data for drop-in learning walks and targeted questioning Diamond lesson structure developed into whole school 6-part lesson to engender common T&L language used by all Introduction of PP pupil passports where teachers are able to find all the information they need on each student helping them meet their needs better in the classroom. Increased levels of differentiation for HPA PP students has had positive impact on progress so this will be continued to include MPA students. Use UPS staff in each department to become PP champions so that tracking and interventions are monitored closely at subject level by a subject specialist to increase progress.

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)
Reduce in-school gap between PP and non PP in Maths Y11 Progress 8 gap of 0.20 Y10 Progress 8 gap of 0.10	Year 11 Maths small group or 1-2-1 intervention (22 hours per week using two members of additional staffing)	84% of PP students improved their final GCSE grade by at least ONE grade from Year 10 mocks and 39% by at least TWO grades. One student made THREE grades progress. Maths P8 2018 -0.62, +0.37 increase from 2017 results. Maths 2018 gap between PP and non PP is -0.37 Year 10 gap between PP and non PP is 0.06 from July 2018 data collection	Provision has proved to be effective for majority of students and has accelerate their progress prior to GCSE exams. 1-2-1 and small group has made no difference to progress made. Small number of students who did not make progress had other circumstances that impacted negatively. Provision to continue into 2018/19 academic year but at a reduced level (one member of staff for 10 hours per week). Target PP students who are not on track to achieve their target grade. Where possible use time outside Maths lessons to ensure maximum coverage of topics. Increased number of Maths teachers 2018/19 to increase number of teaching sets in Years 9 and 10 so more personalised T&L experience for key students.
Improve PP student reading age to within 6 months of non PP peers	Reading intervention programme used for PP students with reading age below 10 years. Twice weekly intervention during form time.	10 students were selected and 5 students made progress to bring their reading age within 6 months of their peers. Other 5 students made progress but did not achieve the desired outcome.	Reading intervention was effective for all the students involved but did not accelerate the progress of all of the target group as quickly as hoped. Reading intervention to continue but to consider all levels of ability e.g classic reading club for HPA PP students. Consider the use of reading intervention in Years 8 and 9 to support PP students with a weaker reading age but preference to address during Year 7 as increased levels of literacy support all curriculum areas.

iii. Other approaches			
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)
Reduce the difference in absence and persistent absence for PP and non PP learners (particularly FSM) so in line or better than national averages	Employed a dedicated attendance officer (JDO)

House teams focus on attendance and punctuality

Greater use of rewards to encourage learners into school. | Overall PP attendance 93.28% up to 20 July 2018. Gap between PP and non PP attendance is 2.74%

Overall PP PA is 5.6% up to 20 July 2018. Gap between PP and non PP PA is 2.1%

Year 11 attendance figures have increased by 3% from 2016/17 to 95.8%. Persistent absence reduced by 6% to 0% this academic year.

Rewards primarily a focus on 2018-19 as this is an area for improvement within whole school improvement plan. | Continue with dedicated Attendance Officer with focus on PP learners in all year groups but particular focus at Key Stage 4.

Learning Services supporting chasing daily attendance between 9-10am ensuring all accounted for.

Track the attendance within PP group of FSM and Ever 6 students to ensure FSM students have equally good attendance to Ever 6 students

New rewards scheme launched September 2018 – simplified system making it easier for students to get rewards regularly and this is also to be communicated to parents. |
| Improve PP students' behaviour and attitudes towards learning. Move reward outcomes and negative sanctions in line with non PP learners as a proportion of the student body | HoH/SSC target individual students with support strategies

Improve engagement with increased IAG support for all learners with a focus on impact on PP students. | HoH developed their roles within the school system and developed positive relationships with all families (PP and non PP). Parents now more willing to contact school should a problem arise

FTE for PP learners has reduced by 32% over the 2017/18 academic year.

81% reduced in number of detentions issued to PP learners from summer 2017 to 2018. Reduction for all groups of students following new Behaviour policy Sept 2017 | Maintain high levels of positive contact between parent/carers and Head of House – link to attendance at parents evening and termly meeting for KS 4 PP students.

Focus on reducing FTE for PP learners by at least 30% this academic year. Earlier intervention with students causing concern following rigorous tracking on SIMS.

Revised Behaviour policy and change in school culture impacting positively on all learners – include rewards in this policy from Sept 2018 |
| Increase attendance at parents consultation evening of parents of PP students | Co-ordinated strategy led by HoH and supported by pastoral team. Dedicated team chase PP parents to attend | Increase seen in numbers of PP parents attending these events Y7 – 7%, Y8 – 36%, Y9 – 14%, Y10 – 14%, Y11 – 4% Parent Voice indicates improved parental experience at these events | 0% NEET for all students

Increase lead time to parents evening to 4 weeks to allow ample time to make appointments and chase parents to attend. Prioritise appointments for key parents ensuring they can be seen. Support vulnerable parents at appointments if needed. |
| Disadvantaged students have equal access to resources/trips | Meeting the individual needs of students relating to provision of resources and educational experiences | Individual provision tracked to include uniform, equipment, revision resources, educational visits which improves outcomes and school experience | Maintain this facility into next academic year but also allow HoDs to ask for funding to support PP learners needs in their subject areas. |

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Summary information

Total number of pupils by year group	Y8 (124) Y9 (132) Y10 (106) Y11 (112) [2017 Y11 (91)] Total (565)
Pupil Premium pupils by year group	Y8 (42) Y9 (52) Y10 (36) Y11 (39) [2018: Y11 (34)] Total (204)