2018-19 ACTION PLAN – DISADVANTAGED PUPIL

Pupil Premium, LAC & Service Children Provision – Disadvantaged Students

The Thomas Alleyne Academy approach to Pupil Premium

The Thomas Alleyne Academy’s core values underpin the work that we do with pupils who are in receipt of Pupil Premium. We strive to create a level playing field removing the barriers to learning that can hinder progress. These barriers are often complex so we provide bespoke practical, emotional, aspirational and academic support.

Current disadvantage figures show a significant closure of the progress GAP between those students identified as disadvantaged and their peers.

Pupil Progress 8 – 2018 -0.26 – Disadvantaged pupils progress 8 score -0.39 (-0.97 in 2017)

Full details of the support that we offered in the 2017-18 can be seen in the Disadvantaged Pupil spend.

How do we measure the impact of intervention with our Disadvantaged Students?

The impact of our interventions will be measured across a range of criteria. Our benchmarks are attendance, inclusion, destinations and pupil progress. We make use of the Pupil Premium funding to support bespoke interventions, using our own knowledge of each cohort. Our numbers of pupils in receipt of the Pupil Premium are between a quarter and a third of each cohort, therefore each cohort needs a unique support package. Impacts and interventions will be assessed on a half termly basis in line manager meetings, then reviewed by the Senior Team and shared with the Governing Body.

* Attendance

A measure of a pupil’s engagement is attendance. Attendance at The Thomas Alleyne Academy is just below the national guidelines and a whole school focus is in place to support improvement. Where PP student’s attendance is below 95% it has a significantly negative impact on the individual student’s progress. At the Academy we are committed to ensure learning is accessible and inclusive for all students. Our aim is for all students to attend and remove any possible barriers that prevent students from attending.

* Inclusion

The Academy prides itself on its inclusive and caring pastoral system. We use a range of in house support as well as buying in counselling services, behaviour management, Educational Phycologist and a ‘Back on track’ programme with our local Education Support Centre. Our levels of exclusion both fixed term and permanent are significantly lower than national trends for all cohorts.

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* Destinations

Our aim is to ensure all our disadvantaged students have a clear progression pathway and move on to positive destinations when leaving the Academy. All disadvantaged pupils have clear options advice and guidance in KS3. All disadvantaged pupils in Key Stage Four receive Independent Advice and Guidance from our Connexions partner to discuss their positive destination following GCSE.

In addition, they take part in career days where they have the opportunity to speak to experts in a range of careers. Work shadowing opportunities are available for those in KS4 and work experience is available in KS5. Historical NEET data places the school above national averages in those sustaining education, employment or training destinations. For identified students the Academy’s Science’s and Technology departments work across a range of local STEM employers on programmes such as the young engineers STEM days. Destinations are tracked at Key Stage 4 & 5.

* Pupil Progress

Pupil Progress 8 – 2018 -0.26 – disadvantaged pupils – 20 -0.39. Bespoke support is available for disadvantaged pupils of all abilities from the lower attaining to the more and most able. To this end we see progress as the key measure of impact.

Key Provisions for 2017 - 2018 Included:

Addressing basic needs to remove barriers to Attendance & Learning

* Help with uniform costs
* Breakfast scheme
* Free lockers
* Transport costs
* Equipment (pens, calculators etc.)
* Text books and revision guides
* Reading book – Alleyne’s Readers

Addressing Emotional Barriers to Learning – Provision Included:

* Counselling - provided through Pastoral and C20 as well as school counsellor
* Anxiety and wellbeing guidance
* Behaviour Support
* Mentoring – all disadvantaged pupils have a mentor. These can be 6th formers, support staff or teaching staff
* A Small bespoke nurture tutor group (C20)

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Removing Barriers to Inclusion – Provision included:

* Supported with Enrichment activities
* Supported with trips & overseas visits
* Provided Music Tuition
* Prom support – linked to yearbooks and prom tickets
* Transition team building day

Removing Academic Barriers to learning – provision included:

* High quality 1st teaching with a focus on quality targeted feedback
* KS3 Literacy support – Reader Leaders, 6th form subject mentors, Alleyne’s Readers and success maker.
* One-to-one English support for CLA identified students
* One-to-one Maths support for CLA identified students
* Home Learning Club
* C20 - offering bespoke timetables and co-ordinating mentoring and support in Key Stage 3 & 4
* Intervention Tutor Group
* Subject targeted revision support group
* Intervention Parents Evenings
* Bespoke subject 121 including Maths, English and Science for identified students
* After school support timetables for all year 11 pupils
* Revision packs
* Study packs
* Numeracy support KS3 (by C20 for targeted students)

To remove barriers of Low Aspiration and to promote the aspirations of the More Able

* ‘Men at Work’ and ‘Inspirational Women’s Day’
* University of Hertfordshire and North Hertfordshire College open day visits
* UKMT, Faraday Challenge, STEM day challenges, Engineering challenge, ‘Robot Rumble’ challenge
* Supporting students with additional first language by entering them for asset language exams to achieve Ebacc option - Including Mandarin, Polish and Russian
* Funding provided for trips and exchanges including Holland, France, Belgium and Italy
* Transition group – intensive guidance

Key Aspects of our support

* PP first strategy for all lessons across the Academy – Planning/Questioning/Support
* Head of Year & Student Support Worker (one per year group)
* Yearly survey of disadvantaged pupils needs
* Termly tracking of disadvantaged pupils progress in all years
* Reformed GCSEs – the challenge of grade 5
* Department intervention and department representation at intervention group
* Homework support in Key Stage 3 – to be run by KS3
* Rich curriculum – Wide option range
* Feedback – Gold feedback sheet providing bespoke feedback for improvement

Which provisions are most effective?

* High quality 1st teaching
* PP first – Planning/Questioning/Support
* Bespoke plans with timely 121 or other intervention to support/remove barrier to progress
* Core intervention plan
* Maths support plan
* Providing resources
* Individual teacher intervention

On-going analysis of the impact of each provision will enable decisions to be taken about how to spend the pupil premium most effectively. Provisions that have the greatest impact will be invested in more fully, while those that are not having as much impact will be reviewed and adapted to ensure they support student progress more effectively.

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Funding Allocation for 2018/19:

C20 Room:

This facility supports disadvantaged and vulnerable students, especially those in Key Stage 4 (KS4), who are risk of underachievement, disengagement and non-completion of their GCSE courses. The C20 Room is the central hub for the support of vulnerable students. It enables students to have additional support (e.g. with coursework, preparation for assessments, Maths and English intervention) whilst also accessing some aspects of their GCSEs in class. Some of the students using this facility are on reduced timetables. The C20 Room is staffed by a full time member of support staff who has significant experience of working with vulnerable and sometimes challenging students. Teaching staff from key subject areas or those with specific skills working with challenging students are timetabled for some lessons in the Room. The C20 Room is open from 8am to 4.15pm (3.30pm on Fridays) including break times. The C20 Room is for all students at risk and not purely for disadvantaged students. That said, without a contribution from PP funding this facility would not be possible. PP funding therefore contributes £22,000 per annum to the overall cost.

Revision Support:

Every opportunity is found to support the Disadvantaged Pupils with revision this includes Activity Days – Year 10 & Year 11 revision/study day and exam revision pack & guides are provided for Pupil Premium pupils in many subject areas. E-learning – Apps such as Pixl Lit, Pixl Maths amongst many others are available Pixl High 5 courses for borderline 4/5 candidates are being considered as an option for all Year 11 Disadvantaged Pupils Budget: £5,000

Learning Packs

Many departments make learning packs available to boost engagement and inclusion. e.g. Year 10 English pack Budget: £1000

Head of Year Post/Assistant Head Post:

We have five of our teaching staff appointed as Heads of Year (HOY) – each having oversight of the disadvantaged pupils within their year group having responsibility for attendance as well as the wellbeing and conduct of their cohorts. The expansion of the senior team by one to include a Pupil Premium Champion for curriculum, have responsibility for mentoring, tracking of the progress. They conduct surveys to assess need and will liaise between school and home to ensure our pupils have the best support possible. Budget: 5 @ 4300 + £ 9000 p.a. = £12,500

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Mentoring:

Mentoring is co-ordinated by the HOY – all disadvantaged pupils are offered a mentor and are seen according to need either on a weekly, fortnightly or 1/2 termly basis. Our mentoring team includes a number of trained 6th formers, staff mentors as well as the Pastoral support workers. Staff and students meet to monitor progress, discuss improvement strategies and set targets. Cost: Our contribution to the disadvantaged pupil mentoring budget is £1500p.a. to include the cost of training the 6th formers/staff time.

Reducing Class Size T Curriculum Modelling:

Extra specialist staffing has been employed to reduce class sizes. This amounts to 90 periods a year. The contribution towards this provision is waiting costing. Without Pupil Premium funding this would not be possible so the Pupil Premium budget usually funds 50%. Allocated funds are £6500 p.a.

Literacy: Bespoke timetable & and Literacy Year 7 & 8

The school uses the accelerated reader programme (success maker) in Year 7 & 8 to boost the reading skills and literacy levels of all disadvantaged pupils Budget: a contribution of £1,000 – priority support for all Pupil Premium who have EAL or below secondary ready. In house support to assess and plan provision for all who require support.

Careers:

In-house guidance to support students who may otherwise be NEET, our Pastoral Support Worker for Year 11 role is specifically to support the member of staff with responsibility for careers and she works with students, staff and external partners to offer support and guidance to disadvantaged students. Cost: £ p.a. Independent Advice and Guidance to all Disadvantaged Pupils in Year 11 are prioritised by the Independent Careers Advice (Connexions) that the Academy purchases. Support can include help with application forms and the organisation of visits to local colleges.

Curriculum Intervention:

Bespoke courses offered in KS4. When required we will look for creative solutions for our disadvantaged pupils – We mark use of our link with the college to offer bespoke programs to students in need of a practical pathway to support their learning needs. A member of staff transport students and escort theses students to the college session. Cost £15,000 p.a.

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Personalised Tuition: 121 (MC)

Where required our disadvantaged students receive individual/small group specialised tuition. This is offered in a number of subject areas as required. Budget: Our personalised tuition budget for disadvantaged students is £1000 p.a.

Basic Needs:

Disadvantaged students have access to uniform, equipment, learning apps, transport costs & revision resources to encourage inclusion and remove barriers to learning and inclusion

Budget £2,000 p.a.

Enrichment: (Arts, outdoor adventure, sports, karting club)

Our PP provision covers the costs of some school trips, music tuition, enrichment activities, karting club and visits to broaden the life experiences of disadvantaged students. Budget: £5,000p.a.

Year 11 Reward Scheme:

Prom reward system, yearbooks £ 500

Counselling, Mental Health & Well Being: (SK)

We continue to buy in counselling provision to specifically help disadvantaged students with mental health and wellbeing. When required Disadvantaged Pupils shave priority sessions. Budget: £10,000p.a.

Anxiety & Well Being:

In house support -We have timetabled resilience classes to support you most vulnerable students with coping strategies and increased their confidence and external support budget to specifically help disadvantaged students with resilience. When required PP pupils have priority sessions. Budget: £650p.a.

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Behaviour Support:

Our behaviour support package includes the usual in house pastoral support via the Heads of Year and Pastoral Support worker that support behaviour and monitor via a report card system we run. The school also have an internal inclusion programme, including an inclusion room that support students reintegrate to classes through a restorative programme. In addition to this we offer the following support: 121 Behaviour Support- when required Pupil Premium pupils can access priority sessions from our behaviour support specialist for 121 guidance and support with their behaviour. When required we work closely with the local authority in partnership with other local schools in facilitating managed moves to enable inclusion of the most vulnerable in mainstream education. Budget: £6,500p.a.

Learning Support Assistants: (English and Maths)

LSA provision is embedded mainly in English and Mathematics to further assist disadvantaged students either in the classroom/small group situations. Cost: £10,000

Homework Club/Setting and monitoring homework:

We have invested in Show My Homework in order to support all parents and students to record, complete track and monitor homework. Although this is a whole school initiative without proportional Pupil Premium funding this would not have been possible. Whilst our homework club has been in operation for a number of years Pupil Premium funding has enabled us to increase the specialised support offered by employing an additional member of staff to assist students with their learning. Cost: £1500

Feedback:

High quality feedback is a key tool in “closing the gap”, whilst most of this is a non-costed provision, it remains a whole school priority. It remains an item on in house INSET, making use of gold feedback sheets and green pen feedback is imbedded as good practice and will be continued to support student improvement.

Estimated budget cost £1,000

Learning to Learn:

Year 11 Pupil Premium students are encouraged to attend a revision residential that engages learning and revision strategies in support of their preparation for the summer exams. Cost: £1,200

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Tracking Progress

All disadvantaged pupils’ progress is tracked through a well-developed bespoke in house system. Our Data Manager provides tracking data in KS3, 4 and 5. In KS 3 and 4 we use indicator grades linked to the scores received following the national progress and attainment data each year. In KS 5 we make use of APLS targets. Disadvantaged pupils are tracked as a separate cohort. No cost.

Breakfast Scheme:

All Pupil Premium pupils surveyed to identify need and if required breakfast scheme offered £500

121 to support vulnerable pupils educated elsewhere:

(Funding passed on to other providers)– £20,000

Non-Costed provisions:

* Staff to record each classroom level intervention on sims
* Targeted PP discussions at every parents’ evening
* Intervention evenings – 2 held in year 11 – all pupil premium pupils are included
* Increased data manager focus/time on disadvantaged students
* Staff training in raising attainment and achievement strategies.
* Regular briefings on DP
* Continued SLT focus on raising the achievement of DP students. (PP are an aspect of all work scrutiny)
* PP pupils a standing item on department agenda
* Surveys of all disadvantaged pupils. Disadvantaged pupils’ targets set and reviewed as a part of Performance Management
* Weekly intervention group meetings with key members of staff
* Senior Teacher – KBY/DWY – has clear responsibility for the disadvantaged pupil’s cohort
* Transition support KS2 to KS3
* Weekly intervention group meetings led by the Senior Leadership Team involving Heads of Year and Heads of Department
* 6th form mentoring scheme
* Whole school reward scheme (Merits/tokens/badges/ honours board)
* Teacher sharing good practice briefings
* Parent evening support sessions