

# Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	The Thomas Alleyne Academy				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£192600	<b>Date of most recent PP Review</b>	Sept 17
<b>Total number of pupils</b>	804	<b>Number of pupils eligible for PP</b>	256	<b>Date for next internal review of this strategy</b>	Jan 18

2. Key Indicators (most recent Year 11)	Data Source: ASP	Unvalidated	X	Validated
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)		
<b>Key Stage 2 Fine Point Level (Cohort size 21)</b>	<b>4.62</b>			
<b>% Attaining 9-7 in English (Best) and Maths</b>	<b>0</b>			
<b>% Attaining 9-5 in English (Best) and Maths</b>	<b>20%</b>			
<b>% Attaining 9-4 in English (Best) and Maths</b>	<b>46.7%</b>			
<b>Progress 8 score average</b>	<b>-0.3</b>			
<b>Attainment 8 score average</b>	<b>39.1</b>			
<b>% Entering the English Baccalaureate</b>	<b>17.8%</b>			
<b>% Attaining 9-5 in the English Baccalaureate</b>	<b>2.2%</b>			

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.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevent them from making good progress in Year 7.	
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.	
C.	Behaviour issues for a small group of Year 10 pupils (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates for pupils eligible for PP are 91% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes <i>(desired outcomes and how and when they will be measured)</i>		Success criteria
A.	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress indicator and 100% meet expected progress indicator. Other pupils still make at least the expected progress. This will be evidenced using reader assessments and English written assessments in October, March and June.
B.	Improved rates of progress across KS3 for low and high attaining pupils eligible for PP.	Pupils eligible for PP identified as low attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as low attaining, across Key Stage 3, so that 90% or above are on track by the end of KS4. Where they are not, departments are putting in place interventions, monitored by heads of departments (HOD), Head of Year and senior team. Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 100% are on track to meet their indicator grades by the end of KS4. Where they are not, departments are putting in place interventions, monitored by heads of departments (HOD), Head of Year and senior team.
C.	Behaviour issues for a small group of Year 10 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP	Overall attendance among pupils eligible for PP improves from 91% to 95% in line with 'other' pupils.
5. Planned expenditure		

Academic year	2017/18				
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. Literacy focus					
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 Year 7 literacy progress for those students that arrive at Thomas Alleyne below secondary school ready	Success Maker	Improved reading and spelling ages to be in line with chronological age.  Progress shown by success maker tracker.	Students timetabled sessions in C20 with adult support from SHL	LTN	March 2018
Improve Reading skills In KS 3	Alleyne's' Readers	Provide every member of our community with the same reading book to share the pleasure of reading. (Time Travelling with a Hamster)	Alleyne's' Readers day – Project where students provide evidence of reading the book as a collective group	HRL	December 2017
	Kindles to support reading program	Purchase of kindles to support students that have a weak reading age to read along with an audio track	Librarian to monitor use of Kindle devices.	KLS	Dec 17
Improve Year 7 use of literacy across the curriculum	Visiting Author	On site sessions where a writer supports students understanding of writing through a workshop.	Track 46 pupil premium students' progress English grade that attended the workshops. Evaluate gap between 46 pp attenders and non pp in Year 7	ASH	March 2018
	Best Practice briefings on literacy and numeracy across the curriculum	Subject specialist to share explicit teaching of basic skills in all subjects	Completion of sharing good practice sessions and literacy a key aspect evident in each lesson based on curriculum specific use of key words	HRL	July 2018

Improve writing skills in Year 7	Shared structure in answering longer style questions	Introducing of a PETAL approach to answering longer style questions to enable students to structure questions in the same manner across a range of curriculums.	Staff CPD and support sessions to implement the PETAL approach towards answering questions in each curriculum	HRL	June 2018
<b>Total budgeted cost</b>					
<b>ii. KS3 Low and High ability focus</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved rates of progress across KS3 for low and high attaining pupils eligible for PP.	Peer mentoring & Resilience groups	Supervised sessions where students support each other with help from subject specialist  Staff supporting sessions whereby students complete workshops in order to build up required resilience to be able to function to an optimum level at secondary school.	Peer mentoring sessions timetabled on Tuesday and Thursday mornings.  Staff trained in delivering resilience sessions. Resilience sessions timetabled for the targeted students.	LTN & DWY	May 2018
Identified support for students with SEN, literacy and numeracy need.	TA support in lessons targeted to support specific needs	TA record of lesson support, lesson observations and student progress against non-support show that students can access learning better	Inclusion lead to draw up timetable and check through weekly meetings with TA's	LTN	May 2018
Good start to each lesson that inspires students and they are ready to learn.	Use engage activities to start lesson	From lesson observation it is clear students, where student's attention is grabbed at the start of the lesson they engage more with the learning that follows.	HoD learning walks and regular opportunities to share good practice in departmental meetings. CPD for staff using practical activities to show them the benefits of engage activities.	HRL/HoD	Feb 2018

Each student is able to access the learning at their own level ability, extending their range of knowledge and application	Differentiation in lessons to accelerate learning using prior knowledge and barriers to learning. SoL to include differentiation and resources for different ability levels	Students that are able to engage with new learning at the level of their current understanding and then widen	HoD learning walks and regular opportunities to share good practice in departmental meetings. Observation of teacher.	HoD/SLT	May 2018
Each student is able to show progress through improvement work due to quality gold feedback	Embed use of Gold Assessment Sheets to improve marking of student work	Where students are able to express what they need to improve in order to show progress they are more likely to re-engage with the activity and show improvement	More effective feedback seen with students acting on feedback leading to improved progress. Observation and book scrutiny.	All staff /HoD/HoY/SLT	May 2018

**Total budgeted cost**

### iii. Year 10 behaviour focus

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 issues for a small group of Year 10 pupils (mostly eligible for PP) are resolved and negative impact on their own as well as other learners have been eliminated	Daily monitoring of behaviour log and same day action is taken to restore any behaviour. Graduated sanction approach based on severity and repartition	Behaviour logs for a small amount of PP ( non PP) students significantly higher than cohort average	HOY/SLT review of daily logs by 4pm.	LSN/DWY	December 2017
	Punctuality to lessons monitoring	Students late to lessons registers indicate that although a small groups, they are significantly late and disrupt the flow of the start of lessons	Staff to record minutes late to lessons and weekly accumulative report is run. Friday morning before school detentions issued to students that arrive late to lessons.	LSN/DWY/SLT	December 2017
	SLT/HoD/Hoy and Form tutors daily restorative conversations with students that caused low level disruption	Logs recorded on Sims on a daily basis	HoY to e-mail staff following daily review of behaviour logs- SLT to monitor	LSN/HoD/Form tutor/SLT	December 2017

	Increase parental involvement	Where parental involvement and student aspiration is high behaviour log are rare.	Meet the form tutor evening to introduce parent to the first point of call at the school. Parents evening questionnaire and parental forum to strengthen parent input into different aspects of school life. Monitor student logs and so preventive phone calls to ensure parent is involved in the learning conversation and supports the strategies put in place to prevent it from escalating.	KLS/SLT/HoD/HoY/Form tutor.	
<b>Total budgeted cost</b>					
<b>IV: Attendance Focus</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	Support worker employed to monitor pupils and follow up quickly on trancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support by from tutor for PA pupil eligible for PP. Phone calls home to encourage good attendance. Attendance and progress discussed at least half termly with PP Coordinator and Pastoral lead. Letters about attendance to parents / guardians. Support worker to set up meetings with PA parents / guardian and explore barriers. Breakfast club for year 11 PP students to improve punctuality and attendance.	KLS/RMS	Feb 2017
<b>Total budgeted cost</b>					



