

Crofton Academy | Pupil Premium Strategy



Pupil premium strategy statement (secondary)

1. Summary information					
School	Crofton Academy				
Academic Year	2019-20	Total PP budget	£207,570	Date of most recent PP Review	September 2019
Total number of pupils	1020	Number of pupils eligible for PP	258 (25%)	Date for next external review of this strategy	Easter 2020

2. Key Indicators (most recent Year 11)	Pupils eligible for PP 2017-18 (Validated)	Pupils not eligible for PP (national average 2018)	Pupils eligible for PP 2018-19 (Unvalidated)
% Attaining 9-4 in English (Best) and Maths	51%	71%	60%
% Attaining 9-5 in English (Best) and Maths	14%	50%	21%
Progress 8 score	-0.82	+0.13	-0.26
Progress 8 Open Slots	-0.51	+0.12	+0.27
Attainment 8 score	35.26	49.96	41.63
% Attendance	91.1%	95.15%	91.9%
% Persistently Absent	30.8%	21.6%	20%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Pupil premium students in Year 7 on average have lower KS2 reading and KS2 math's scores than non-pupil premium students: 35% of current pupil premium student's reading ages are below expected and 25% below in math's (below 100 Standardised Age Score).	
B.	Improve outcomes for pupil premium students in math's at level 5+.	
C.	Raise aspirations of pupil premium students.	
External barriers		
D.	Improve attendance of pupil premium students to be above the national average (Crofton – PP 91.9%, national Other 95.6%)	
4. Desired outcomes		Success criteria
A.	Pupil premium students in Year 7 on average have lower KS2 reading and KS2 math's scores than non-pupil premium students: 35% of current pupil premium student's reading ages are below expected and 25% below in math's (below 100 Standardised Age Score).	<ul style="list-style-type: none"> • Reading ages to be in line with expected for their age (100 Standardised Age Score). • Students show a good understanding of lesson content and key words used which can be seen in exam style answers. Evidence collected from work scrutinies and lesson observations should show high impact marking.
B.	Improve outcomes for pupil premium students in math's at level 9-5.	<ul style="list-style-type: none"> • Improve outcomes so a higher percentage of PP students reach their target grade (9-5 improve from 26.19% - 50%). • Specific, targeted intervention to be put in place to support students to meet these targets.
C.	Raise aspirations of pupil premium students.	<ul style="list-style-type: none"> • Students strive to achieve their target grades or better to allow them to go to the College and University of their choice. • Student's attendance and punctuality improves. • Student's enjoyment of school improves.
D.	Improve attendance of pupil premium students to be above the national average (Crofton – PP 91.9%, national Other 95.6%).	<ul style="list-style-type: none"> • Attendance is at least in line with national average.

5. Planned expenditure					
Academic year		2019-20			
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	Easter Review 2020
<p>Pupil Premium is at the heart of the Academy and has a staff structure in place to support this. Overall responsibility lies with an Assistant Head teacher. We also have a Pupil Premium Learning Mentor and a teacher responsible for Raising Aspirations of Pupil Premium students.</p> <p>TLR holder in maths with overall responsibility for PP as maths is an area of underachievement.</p> <p>Assistant Head Teacher doing NPQH with a focus on students who receive a free school meal.</p>	<p>Staffing structure in place to best support pupil premium students and increase accountability of staff across the Academy.</p> <p>Pupil premium aspirations lead to mainly work with Year 7 and 8 (KS3) to keep aspirations from primary school high.</p> <p>Students receiving free school meals have lower attainment and lower overall attendance than pupil premium as an overall group.</p>	<p>Staffing structure in place to support and challenge staff and students.</p> <p>Students receiving a free school meal are currently more disadvantaged than those receiving pupil premium funding.</p>	<p>Regular meetings with all TLR holders.</p> <p>NPQH assessment points.</p>	RFI	

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<p>Continue to build on the success of the marking policy to ensure it is fully established across all departments and that it is having an impact on student outcomes.</p>	<p>Marking and feedback policy introduced with an emphasis on impact of marking and literacy.</p> <p>CPD training on effective marking and feedback and the impact of student responses.</p>	<p>Sutton Trust research says that this is the most effective way of improving student outcomes for pupil premium students (+8 months Education Endowment Foundation).</p> <p>Gives students clear next steps on how to improve their work therefore deepening understanding.</p>	<p>Work scrutiny now to be done in lessons and with groups of students to follow new OFSTED framework.</p> <p>Student voice to see what the most effective feedback is like and share with whole staff.</p>	<p>Subject Coordinators RFI SFO</p>	
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<p>CPD sessions throughout the year with a focus on curriculum changes, assessment and recall strategies.</p>	<p>Curriculum (Deputy Head Teacher) and teaching and learning lead (Assistant Head Teacher) delivering sessions on INSET and after school.</p> <p>Guest speaker on INSET delivering session on recall and interleaving.</p>	<p>Good/ outstanding teaching will lead to good outcomes for students and has a greater impact on pupil premium.</p> <p>Curriculum medium term plans altered and embedding of recall throughout. All lessons to start with 5 recall questions.</p>	<p>Lesson learning checks and appraisal observations</p> <p>Student voice during quality assurance checks and from Pupil Leadership group.</p> <p>Staff to share strategies at calendared after school CPD sessions.</p>	<p>RCR SFO</p>	
<p>After school revision strategically planned starting after October half term for Y11. The focus of this will change during each half term.</p>	<p>Extra support from 3:05 - 4:05 for students who are below target</p>	<p>Strategically planned out so that students are getting the correct support and are going to the subjects identified from their progress checks/ controlled assessment progress.</p>	<p>Data analysis. From this the students will change each half term depending on the progress they make.</p>	<p>RFI</p>	

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?
Provide support for students in Y7 Maths that have a standardised score of 100 or less when they arrive at Crofton (18/64 pupil premium students = 28%).	<p>New mastery approach to maths lessons adopted.</p> <p>Intervention during registration and Values lessons.</p>	<p>Education Endowment Foundation: "There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress."</p> <p>Small group tuition +5 months according to Education Endowment Foundation.</p>	<p>Analysis of data and then re testing when intervention is put in place. (GL assessments and PIXL Microwave)</p> <p>Intervention sessions run in registration and Values lessons where these students are withdrawn to work with a maths teacher.</p>	DBU	

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<p>Provide support for students in Y7 that have a standardised score in reading of 100 or less when they arrive at Crofton (25/ 64 pupil premium students = 39%)</p>	<p>Peer mentoring with Y10 students reading two mornings a week with students from Y8 not meeting required reading standards. (7 pupil premium students involved).</p> <p>Bookbuzz initiative which is aimed at developing a love of reading for Y7.</p> <p>Small group interventions during registration.</p>	<p>According to Education Endowment Foundation 'reading comprehension strategies' are high impact for low cost - +6 months.</p> <p>89% of Bookbuzz coordinators said that the programme had given students (aged 11-13) a more positive attitude to reading, and 54% of students said they enjoyed reading more because of Bookbuzz. (Bookbuzz website).</p>	<p>Students take a mini test at the start of the sessions and then at the end so progress can be tracked.</p>	<p>APO</p>	
<p>Improve student's literacy level to allow them to make greater progress and support the new 9-1 exam expectation.</p>	<p>Marking policy has a literacy focus.</p> <p>Word of the week.</p> <p>Focus on key words during lessons.</p>	<p>There is now a greater emphasis on literacy for all examinations at KS4 as most exam papers have SPaG marks attached to them. Also with the changing 9-1 agenda students have to ensure they can understand and interpret exam questions.</p>	<p>Work scrutiny during lessons.</p>	<p>APO</p>	

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<p>Improve outcomes for grades 9-5 in Maths.</p>	<p>Create specific intervention groups (Registration, after school and P2/ 3 Wednesdays during Core PE and Values time).</p> <p>Greater accountability of staff.</p>	<p>Improve English/ maths crossover (2019 – 60% 4+, 21% 5+).</p> <p>Enable students to improve outcomes in maths and avoid having to resit at College. Target 50% 5+.</p> <p>Improve student’s chances of being accepted at a high attaining college.</p>	<p>Data collections – three per year.</p> <p>Regular testing in maths which identifies the gaps in students understanding.</p> <p>DBU to have regular meetings with the leadership of maths and teachers within where concerns are raised.</p>	<p>DBU</p>	
<p>Target meetings with parents of PP students where significant barriers to learning and a predicted progress 8 below -0.5 (12 students in total).</p>	<p>Meet parents to discuss barriers to learning and put specific targets in place. Meeting to take place three times a year (September, January, April)</p> <p>Top 12 booklet produced which will share these barriers with staff. Share with staff 24/10/19.</p>	<p>Improve parental engagement as stated in most recent Pupil Premium External Review.</p> <p>Provide school and staff with a greater awareness of the students who require the most support.</p>	<p>Data collections.</p> <p>Future parent meetings to discuss progress towards targets set.</p>	<p>RFI MHI</p>	

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<p>All Pupil Premium students have access to a Learning Mentor who has a specific role in working with pupil premium students.</p>	<p>Regular meetings with students who have mental health issues or issues at home.</p> <p>Supporting students in class in particular BTECs where students are struggling to reach their target grade.</p> <p>Regular contact with parents and is point of contact in school for parents and staff regarding issues with pupil premium students.</p>	<p>Improve confidence/ resilience of students.</p> <p>Improve attendance.</p> <p>Improves relationships between school and home which is key to the overall success for many students.</p>	<p>Attendance monitoring.</p> <p>Data collections.</p> <p>Log kept of which students and parents MHI has contact with.</p>	<p>MHI</p>	
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<p>Improve outcomes for LAC students</p> <p>Y7 - 0 Y8 - 1 Y9 - 0 Y10 - 5 Y11 - 2</p>	<p>Closely monitored by Learning Mentor – LAC reviews done and spending agreed at these meetings.</p> <p>Support given for trips and equipment.</p>	<p>Additional funding given for these students so careful management of this. Money to be used to improve outcomes and raise aspirations.</p>	<p>Review meeting takes place 3 times a year for each LAC student where all information is gathered.</p> <p>Spreadsheet of information kept which has a profile of each student for all staff to have access to.</p>	<p>SRW MHI</p>	
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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?
<p>Increased number of students aspiring to go to College then University.</p>	<p>University trip for every year group. Every PP middle and upper band to attend a University.</p> <p>Y7 – Leeds University (23/09/19) Y10 – York University (02/10/19) Y9 – Oxford University (July)</p>	<p>According to UCAS only 18% of Free School Meal students attend University compared to 37% of all students.</p> <p>Give students opportunities that many parents can't offer and have never experienced.</p>	<p>Questionnaire and pupil voice.</p>	<p>RSE</p>	

	Y9/10 – Huddersfield University – January.				
Increase confidence, resilience and attendance of students.	Commando Joe working with us for a day a week until February working with vulnerable groups of students.	Research done by Swansea University over a five year period suggests that the Commando Joe programme: 95% increase in pupil's attitude towards school. 52% increase in attendance. 58% reduction in problem behaviour. 46% improved reading grades.	Pupil voice Questionnaires Photographs Monitoring of attendance. Questionnaires to be given to Y7-9 to build up a picture of their current aspirations.	RFI MHI RSE	
Parental engagement strategies	A series of sessions are planned starting after October half term where parents and students will be invited in to take part in sessions delivered by staff. For example an art and food lesson.	Improve parents understanding/ perceptions of school.	Parent surveys	RSE	
First Aid training	Year 8 to do Level 2 Certificate as did Level 1 in Year 7.	Students to gain a worthy qualification which allows them to feel success.	All students pass the qualification.	RSE	

	<p>Year 7 to do Level 1 certificate.</p>				
<p>The majority of pupil premium students have above 95% attendance.</p>	<p>Educational Welfare Officer appointed full time – was previously working 2 days a week.</p> <p>Parent Support Office to work with vulnerable students and their families.</p> <p>New whole school rewards system in place to reward good attendance via Class Charts.</p> <p>Fast track attendance system in place where sanctions will be put in place much sooner.</p> <p>Early morning phone calls targeted at PP students with</p>	<p>We can't improve attainment for students if they are not attending school.</p> <p>The National Foundation for Educational Research (NFER) identifies improving attendance as the biggest factor in improving progress and attainment.</p> <p>The Educational Welfare Officer is able to do home visits and get to know families and their backgrounds and has good connections with other agencies where appropriate.</p>	<p>Daily phone calls from year learning mentors where students are absent.</p> <p>Learning mentors to collect key information from students on issues as to why student's attendance may be low.</p> <p>Improve communication with parents/ guardians to identify barriers to attendance and possible solutions.</p> <p>Look at impact on targeted pupil premium student's attendance.</p> <p>Half termly meetings with staff lead so that we are fully updated as a school.</p> <p>Close monitoring of students on a daily basis by EWO and PP Mentor.</p>	<p>LHA JRI DCH RFI MHI</p>	

	lower than 95% attendance.				
Ensure careers support so that all students have a Post 16 placement.	Careers advisor to support students in applying and choosing the correct post 16 destination.	Statistically less PP students go to Higher Education.	Regular updates from career advisor on how students are being supported, and looking at NEET figures when published.	KAS – oversee careers RSE TCH	
Homework support for students who require a quiet space, computers and textbooks.	Homework room in Learning Resource Centre which has computers and books available until 4pm after school and opens at 8am.	Analysis of data recognises that it is a higher proportion of PP students are in homework detention than Non PP students.	Analysis of homework detentions given (PP compared to Non PP) Follow up work to be done with parents of repeat offenders.	RFI KSM	
Continue to build upon the successes of last year's Bucket 3 outcomes.	Introduction of more BTEC qualifications as options (PE, ICT, Health and Social Care, etc.). 2016-18 – 39 BTECS chosen 2017-19 – 73 BTECS chosen 2018-20 – 84 BTECS chosen 2019-21 – 107 BTECS chosen	To continue to improve outcomes for students and to ensure they have a greater opportunity of accessing the course which they want at Post 16. (Unvalidated data) Health and Social Care: +0.29 Business Studies: +0.15 Travel and Tourism: +0.07 Construction: +2.01 Engineering: +0.28 Physical Education: +0.48 Media: -0.25	Students will be analysed individually to ensure they are on the correct option choices. Staff training will be given to staff that are going to deliver the new accredited courses. They will do this alongside a newly appointed Coordinator of BTEC's. Greater accountability for staff who teach these	RCR JNU RFI	

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	Ensure appropriate options available for all students' future pathways.	Music: +0.46 Particular improvements to be seen in media and travel and tourism	students via regular discussions after data entry with Coordinator of BTEC.		
Improve transition from feeder schools to Crofton Academy.	PP Learning Mentor to visit and meet all PP students joining Crofton from feeder primary schools. Y10 peer mentors to be placed with most vulnerable PP students when they arrive in September. Reading buddy system where local primary school children read with Crofton Y8 students on a weekly basis.	"Of all the transition points facing a young person, that between primary and secondary school is often the most traumatic. Providing stability at this time could avoid a damaging loss of learning" (Sutton Trust research). Peer mentoring according to Education Endowment Foundation states this is very low cost for moderate impact - + 5 months.	Learning Mentor to feed information back to staff on how they can support these vulnerable students. Students to complete booklet and report back to Learning Mentor on a weekly basis. Pupil voice.	MHI	
Ensure most vulnerable pupil premium students have access to the correct revision	Revision packs put together for the most vulnerable pupil premium. This will include, for	Some students do not have access to the basic equipment in order to help support them to revise most effectively.	Check up on revision being done by asking students to bring in their revision notes. Follow up work to be done where students are not using	MHI	

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<p>material ad equipment.</p>	<p>example, paper, highlighters, revision cards and revision guides.</p> <p>Work done with these students on how to best use the equipment provided.</p>		<p>the equipment provided.</p>		
<p>Miscellaneous</p>	<p>Food Transport Uniform Revision guides Trips</p>	<p>Students to be given the same opportunities as other Non PP students across school.</p> <p>PP money to ensure students attendance is improved by proving transport and uniform where appropriate to do so.</p>	<p>Learning Mentor to monitor.</p>	<p>RFI/ MHI</p>	

2018-19 review of expenditure

In school barrier A: Pupil premium students on average have lower literacy levels than non-pupil premium students: 23% of current pupil premium Y7 student's reading ages are below expected (below 100 Standardised Age Score).

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
<p>Pupil premium students who joined us with lower than expected reading ages make accelerated progress to be in line with their peers.</p> <p>Improve student's literacy level to allow them to make greater progress and support the new 9-1 exam expectation.</p> <p>Students to develop a love of reading.</p>	<p>Peer mentoring with Y10 students reading two mornings a week with students from Y8 not meeting required reading standards. (7 pupil premium students involved).</p> <p>INSET staff training on how to support literacy across the curriculum.</p> <p>Bookbuzz initiative which is aimed at developing a love of reading for Y7.</p> <p>10 minute starter for Y7-8 reading in every English lesson.</p> <p>Year 7 reading passport challenge – students had to read 10 books over the summer holidays.</p>	<p>There is now a greater emphasis on literacy for all examinations at KS4 as most exam papers have SPaG marks attached to them. Also with the changing 9-1 agenda students have to ensure they can understand and interpret exam questions.</p> <p>According to Education Endowment Foundation 'reading comprehension strategies' are high impact for low cost - +6 months.</p> <p>89% of Bookbuzz coordinators said that the programme had given students (aged 11-13) a more positive attitude to reading, and 54% of students said they enjoyed reading more because of Bookbuzz. (Bookbuzz website).</p>	<p>Follow up intervention for some students who require further support.</p> <p>Through Learning Walks and Work scrutiny QA checks.</p>	<p>MNO – literacy lead KSM – Librarian KAS – Link to literacy</p>	<p>Staff feeling confident about how to use basic punctuation marks and able to look and correct this when marking - feedback given on 'practice test' also one-to-one work with certain members of staff.</p> <p>Quotes from students regarding the Bookbuzz initiative from two Y7 students:</p> <p>'I really enjoyed the book I was gifted and it made me want to read more.'</p> <p>'I was happy to choose my own book (comedy) and after that I have read 8 comedy novels because I enjoyed them so much!'</p> <p>Most pupils really enjoy settling and reading - reading for enjoyment. Also allows pupils to read consistently - over an hour a fortnight, that some may not have had. Exposure to interesting vocabulary/plots/characters/punctuation etc.</p> <p>83% of the identified cohort improved their GL assessment score which is sat at the start and end of Year 7.</p>

<p>Continue to build on success of new marking policy to ensure it is fully established across all departments.</p>	<p>New marking and feedback policy introduced with an emphasis on impact of marking and literacy.</p> <p>CPD training on effective marking and feedback and the impact of student responses to this. (July roll over and emphasis in first 4 week staff meetings in September).</p>	<p>Sutton Trust research says that this is the most effective way of improving student outcomes for pupil premium students (+8 months Education Endowment Foundation).</p> <p>Gives students clear next steps on how to improve work therefore deepening understanding of learning.</p>	<p>Half termly work scrutiny is carried out to ensure all staff follow policy and this has a direct impact on progress. Student response should impact the learning by deepening their understanding.</p> <p>Student voice to see what the most effective feedback is like and share with whole staff.</p>	<p>All subject Coordinators RFI SFO</p>	<p>CPD done on marking and feedback policy and QA on calendar for each half term. Improvements seen from 75% of staff to 92% of staff compliant with policy.</p> <p>Feedback given during CPD on most recent work scrutiny looking at MA. Moving work scrutiny on now with a greater focus on level of challenge in EBI and student response.</p> <p>Student voice "The individual feedback I get moves my learning on" (Y10 student).</p>
<p>Improve Oracy across school.</p>	<p>'Talk the Talk' company to work with Y7 on improving Oracy. Will also help students gain confidence.</p>	<p>Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words (children in the top quartile know around 7,000 words).</p>	<p>Pupil voice/ questionnaire data.</p>	<p>MNO</p>	<p>Allowed pupils to gain confidence (enjoy speeches and not fear them) and understand how to write and present a successful speech.</p> <p>'I really enjoyed the Oracy workshops and loved the fact that we were doing it all day. It gave me time to open up. I feel like it helped me build confidence and really think about how I should speak for an audience.'</p> <p>All students study drama until the end of Y8. Year 11 cohort 6 chose to study drama at GCSE, 4 gained a 5 or better. 7 studying drama in current Y11.</p>

In school barrier B: Improve outcomes in maths and English in particular upper band boys and girls and middle ability boys in maths.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
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<p>Improve outcomes for middle ability boys and girls in maths. (22 students) Current Y10 summer prediction: 25% to gain a 9-5 grade. Progress 8 Y10 summer prediction: -0.23</p>	<p>Responsibility given for PP to a member of staff in maths.</p> <p>Small group intervention during registration times and during core PE and Values.</p> <p>Targeted intervention after school.</p>	<p>Rigorous tracking of data of PP students in particular with Y11 priority cohort. Regular discussion time built into Monday CPD sessions to discuss data.</p> <p>Education Endowment Foundation state that this will improve progress by 4 months.</p>	<p>Regular data analysis (4Matrix).</p>	<p>DBU RFI</p>	<p>Maths outcomes for this group of students: 4+ - 13 students 5+ - 2 students</p> <p>All PP students in group have additional maths during P2 or 3 during PSHE or core PE.</p> <p>20 PP students attended after school intervention on a regular basis (weekly).</p> <table border="1" data-bbox="1778 695 2163 911"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>9-4</td> <td>53%</td> <td>53%</td> </tr> <tr> <td>9-5</td> <td>12%</td> <td>9%</td> </tr> <tr> <td>9-7</td> <td>6%</td> <td>0</td> </tr> </tbody> </table> <p>Clear improvements at 9-4 but greater work on 9-5 required moving forward.</p>		2018	2019	9-4	53%	53%	9-5	12%	9%	9-7	6%	0
	2018	2019															
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<p>To be able to identify gaps in students understanding at an earlier stage in maths.</p>	<p>New mastery approach to maths lessons adopted.</p> <p>23% (11 students) of Y7 students identified as having a score of below 100 standardised score points.</p> <p>PIXL app to be used and interventions added to this after the PIXL Wave exam.</p>	<p>Education Endowment Foundation: "There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress."</p> <p>Small group tuition +5 months according to Education Endowment Foundation.</p> <p>Additional way of revising which students can access which is technology based and they can access on their mobile phone.</p>	<p>Analysis of data and then re testing when intervention is put in place.</p> <p>Intervention sessions run in Values lesson where these students are withdrawn and work with a maths teacher.</p> <p>Monitor use of PIXL app on a half termly basis.</p>	<p>DBU RFI</p>	<p>New mastery approach to maths adopted in Y7 and will be rolled out in Y8 next year. The impact of this is that gaps in students understanding are identified and master classes set up to erase the gaps.</p> <p>11 students targeted have received additional intervention during Tutor time where they have worked in small groups with two maths teachers. 4 out of 10 pupils who sat the Pixl micro-wave assessment scored greater than 30% on micro-wave and 50% on assessment which is evidence the gap is closing. Further work to do with students who are still behind age related expectations.</p>
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<p>Improve outcomes for upper band students in English.</p>	<p>English PP lead appointed to raise achievement across English of PP students and to ensure appropriate intervention put in place.</p> <p>Small group interventions carefully selected which will run during lesson times, breakfast clubs and afterschool.</p> <p>Staff has intervention time built into their timetable to deliver this.</p>	<p>PP lead to be accountable for ensuring that students in English are on track to meet target grade. This involves analysing data, challenging staff and organising intervention when identified.</p> <p>Small group tuition +5 months according to Education Endowment Foundation.</p> <p>After each data collection review student's progress towards targets and change cohort if required.</p>	<p>Regular meetings with PP SLT lead to discuss data and intervention that has been put in place.</p>	<p>MNO RFI</p>	<p>Intervention time built into staff timetables to deliver intervention either in morning registration (Small group of 8 students one morning a week) or during P2/3 on Wednesdays.</p> <p>Small group interventions looking at 5+ group from Christmas to February half term, from February to Easter a 4+ group.</p> <p>Responsibility for PP in English now lies with the Head of Department.</p> <p>English bucket for upper band has improved from -1.25 to -0.34.</p> <table border="1" data-bbox="1776 762 2161 901"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>9-4</td> <td>91%</td> <td>88%</td> </tr> <tr> <td>9-5</td> <td>73%</td> <td>75%</td> </tr> <tr> <td>9-7</td> <td>9%</td> <td>13%</td> </tr> </tbody> </table>		2018	2019	9-4	91%	88%	9-5	73%	75%	9-7	9%	13%
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<p>In school barrier C: Raise aspirations of pupil premium students.</p>																	
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Review of implementation</p>												

<p>Increased number of students aspiring to go to College then University.</p>	<p>University trip for every year group. Every PP middle and upper band to attend a University.</p>	<p>Give students opportunities that many parents can't offer and have never experienced.</p>	<p>Questionnaire and pupil voice.</p>	<p>RFI/ SFO/ RSE</p>	<p>University trips to Leeds and Huddersfield already run for selected students with a trip to Oxford University planned for July. Student quotes: "Before I went I was nervous as my parents have not been to University before but the trip helped reassure me that I would be looked after".</p> <table border="1" data-bbox="1778 496 2163 804"> <thead> <tr> <th>Year group</th> <th>% of PP students that attended a University visit</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>34%</td> </tr> <tr> <td>Year 8</td> <td>30%</td> </tr> <tr> <td>Year 9</td> <td>31%</td> </tr> <tr> <td>Year 10</td> <td>40%</td> </tr> <tr> <td>Year 11</td> <td>31%</td> </tr> </tbody> </table> <p>2019-20 – continue to build upon the above numbers visiting University to further raise aspirations. York and Leeds University planned for September and October.</p>	Year group	% of PP students that attended a University visit	Year 7	34%	Year 8	30%	Year 9	31%	Year 10	40%	Year 11	31%
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<p>Increase student's enjoyment of school and therefore improve their attendance and drive to succeed.</p>	<p>Opportunities to try extra-curricular such as gardening, hairdressing, hair and beauty and forestry school.</p> <p>Commando Joe working with us for a day a week throughout the year</p>	<p>Sutton Trust research indicates that 44% of PP students nationally get involved in extracurricular opposed to 66% of Non PP students.</p> <p>Research done by Swansea University over a five year period suggests: 95% increase in pupil's attitude towards</p>	<p>RSE to lead on this as Raising Aspirations school lead.</p> <p>Pupil voice Questionnaires Photographs</p> <p>Questionnaires to be given to Y7-9 to build up a picture of their current aspirations.</p>	<p>RSE</p>	<p>Commando Joe started in January and is working with KS3 students on resilience, confidence and attendance in 5 different sessions. Impact so far has been that 11/13 students from Y7/8 have improved their attendance.</p> <p>As part of Commando Joe we have</p>												

	working with vulnerable groups of students.	school. 52% increase in attendance. 58% reduction in problem behaviour. 46% improved reading grades.			<p>offered after school fitness sessions, and during lessons forestry school activities.</p> <p>Need to further look into hairdressing and hair and beauty.</p> <p>30% (which is a higher percentage than the school population of PP students) of student leadership team made up of pupil premium students.</p>
<p>External barrier: Pupil premium student's attendance is 91.35% (2017-18) which is below the national pupil premium of 91.9% and less than 95% school target, 30.8% (2017-18) of PP students are persistently absent (90% or less) which reduces learning time compared to a national of 25.1%.</p>					
The majority of pupil premium students have above 95% attendance.	<p>Educational Welfare Officer appointed full time – was previously working 2 days a week.</p> <p>Parent Support Office to work with vulnerable students and their families.</p> <p>New whole school rewards system in place to reward good attendance via Class Charts.</p> <p>Fast track attendance system in place where sanctions will be put in place much sooner.</p>	<p>We can't improve attainment for students if they are not attending school.</p> <p>The National Foundation for Educational Research (NFER) identifies improving attendance as the biggest factor in improving progress and attainment.</p> <p>The Educational Welfare Officer is able to do home visits and get to know families and their backgrounds and has good connections with other agencies where appropriate.</p>	<p>Daily phone calls from learning mentors where students are absent.</p> <p>Learning mentors to collect key information from students on issues as to why student's attendance may be low.</p> <p>Improve communication with parents/ guardians to identify barriers to attendance and possible solutions.</p> <p>Look at impact on targeted pupil premium student's attendance.</p> <p>Half termly meetings with staff lead so that we are fully updated as a school.</p>	<p>LHA JRI DCH RFI MHI</p>	<p>91.9% overall attendance for PP (illness making up majority with 4.12%). This is a slight improvement from the previous year.</p> <p>Persistent absence 20% which shows a significant reduction from 30.8%. National 2018-19 is 23%.</p>

	<p>PP mentor to work closely with students at risk of becoming PA.</p> <p>Early morning phone calls targeted at PP students with lower than 95% attendance.</p>		<p>Close monitoring of students on a daily basis by EWO and PP Mentor.</p>		<p>Early morning phone calls to Y11 PP students whose attendance was a concern.</p> <p>9/17 targeted Y11 students improved their attendance from Christmas to February half term.</p>
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Other approaches

<p>Improve progress 8 score of students who have predicted progress 8 score of -0.5 or below. (Currently 16 in Y11).</p>	<p>CPD session regarding target group of students to ensure staff share good practice.</p> <p>Top 16 booklet for all staff with students profile in. This is supported by the students as they have to write how they best learn in lessons and how the teacher can best support them.</p> <p>PP lead and learning mentor has met all parents in July and will follow up this meeting in October and February to check progress.</p>	<p>Quality first teaching has to be the focus in the first instance to raise attainment of these 16 students.</p> <p>Based on last year's cohort 13 out of 22 students improved their overall P8 score.</p> <p>Working with parents to support students' progress in particular ensuring parents understand the importance of attendance as 13/ 16 parents identified have an attendance below 95% in Y10.</p>	<p>Holding staff to account and constant monitoring of their progress using 4Matrix.</p> <p>PP mentor will speak regular to all of these students to see how they are progressing and what further help they require.</p> <p>Parental engagement and will form the basis of staff training event on PP (08/10/18).</p>	<p>RFI MHI</p>	<p>CPD session run regarding students who are significantly underperforming and all ideas wrote up and shared at second CPD session with staff in terms of how to help students succeed in terms of wave 1 intervention in the classroom.</p> <p>Top 16 booklet produced and handed out to all staff with student comments on how they best learn. The impact of this has been that 5/16 students have improved their predicted P8 score.</p> <p>Follow up phone calls to all parents who were invited into school for a meeting to discuss their child's progress and how parents can support us in school.</p> <p>For a select group of students we adapted the timetable in order to meet their needs. This involved some students changing to do</p>
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					construction and some students moving out of an option that they were struggling in, in order to improve their grade in the rest of their subjects so utilising our Learning Support Centre.
Ensure careers support so that all students have a Post 16 placement.	Careers advisor to support students in applying and choosing the correct post 16 destination.	Statistically less PP students go to Higher Education.	Regular updates from career advisor on how students are being supported, and looking at NEET figures when published.	RSE KAS – oversee careers	All PP students currently have a destination applied for: New College – 15 students Wakefield College – 18 students Barnsley College – 4 students Other - 6 students
Improve outcomes for LAC students Y7 - 1 Y8 – 0 Y9 – 5 Y10 – 1 Y11 - 4	Closely monitored by Learning Mentor – LAC reviews done and spending agreed at these meetings. Support given for trips and equipment. Additional off-site support from Kip McGrath in English and/or maths.	Additional funding given for these students so careful management of this. Money to be used to improve outcomes and raise aspirations. Education Endowment Foundation research suggests that one to one tuition on average adds 5 months in terms of impact.	Review meeting takes place 3 times a year for each LAC student where all information is gathered	SRW MHI	4 LAC students in Y11 – all scored a positive P8 score and are attending New College Pontefract 3 LAC students attend KIP McGrath on a weekly basis for one on one maths support – this has seen an improvement of 1 grade for each student. Individual case studies available for LAC students with a full breakdown of spending and interventions.

<p>All students controlled assessment is at or above their target grade in every subject where this is still an element.</p>	<p>Review meetings (RAP) to take place with all team leaders, an element of this will be focussed on controlled assessment.</p> <p>Intervention to be timetabled starting after October half term.</p>	<p>2016-17 cohorts controlled assessment in some subject areas for some pupil premium students was significantly below their target grade therefore were unable to attain their target grade in that subject. Also we have more BTEC subjects on offer which have a greater emphasis on controlled assessment.</p> <p>More personalised and individual student needs can be met which allows greater progress to be made and some students feel much more confident in a smaller group environment.</p>	<p>Deadlines set for completion of controlled assessment for all subjects.</p>	<p>RCR JNU RFI</p>	<p>Intervention timetabled from October half term which has included February and Easter holiday. Easter there was a 64% turn out of PP students that were invited.</p> <p>Controlled assessment data analysed and individual plan put together for each PP student for them to follow for after school sessions.</p> <p>A small number of students withdrawn from some BTEC subjects as not achieved a Level 1 pass on the exam element. The additional time was spent improving/ catching up on controlled assessment in other subjects.</p>
<p>Students gain a qualification which will be useful to them in future life and are more positive about their school experience therefore achieve better.</p>	<p>Alternative provision for some of the most vulnerable students. Y10 – 6 on Construction Y11 – 4 on Construction but also do Travel and Tourism in school. This year this construction will be done onsite.</p>	<p>Gives students an opportunity to engage in more practical work in order to improve their life chances when applying for further education.</p> <p>All students involved in construction off-site last year gained Level 2 Merit or Pass qualification.</p>	<p>Students carefully selected with parental, head of year and subject leaders support.</p>	<p>JNU</p>	<p>Changes made to construction group throughout this year due to some students needing an alternative. 7 PP students in Y11. Progress 8 score for this group of +2.65.</p> <p>Construction is now done on site so have started with some PP students in Y9 doing construction.</p>

<p>Improve outcomes for students in Bucket 3.</p>	<p>Introduction of more BTEC qualifications as options (PE, ICT, Health and Social Care, etc.). 2016-18 – 39 BTECS chosen 2017-19 – 73 BTECS chosen 2018-20 – 84 BTECS chosen 2019-21 – 107 BTECS chosen</p> <p>Ensure appropriate options available for all students' future pathways.</p> <p>Level 1 TLM for 3 disaffected students, two of which work in SLC and have low attendance.</p>	<p>To improve outcomes for students and to ensure they have a greater opportunity of accessing the course which they want at Post 16.</p> <p>Students based on previous year's data analysis performed better on their BTEC options than any other Bucket 3 subjects.</p> <p>Health and Social Care: +0.8 Travel and tourism: -0.22</p> <p>GCSE now changed to BTEC for current Y11 2017-18 scores: Resistant materials: -1.38 Business Studies: -1.31</p> <p>Some successes in previous year in particular with non-attending students who gained a L2 Pass.</p>	<p>Students will be analysed individually to ensure they are on the correct option choices.</p> <p>Staff training will be given to staff that are going to deliver the new accredited courses. They will do this alongside a newly appointed Coordinator of BTEC's.</p> <p>Greater accountability for staff who teach these students via regular discussions after data entry.</p>	<p>RCR JNU RFI</p>	<p>Bucket 3 actual: +0.18 which is an increase from -0.51 2017-18 actual results</p> <table border="1" data-bbox="1765 331 2163 673"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Engineering</td> <td>-1.38</td> <td>+0.8</td> </tr> <tr> <td>Business Studies</td> <td>-1.31</td> <td>+0.11</td> </tr> <tr> <td>Health and social care</td> <td>+0.8</td> <td>0.76</td> </tr> <tr> <td>Travel and tourism</td> <td>-0.22</td> <td>+0.24</td> </tr> <tr> <td>BTEC PE</td> <td>+0.01</td> <td>+0.54</td> </tr> <tr> <td>Construction</td> <td></td> <td>+0.65</td> </tr> </tbody> </table> <p>Level 1 qualification gained for all 3 students who took TLM qualification.</p>		2018	2019	Engineering	-1.38	+0.8	Business Studies	-1.31	+0.11	Health and social care	+0.8	0.76	Travel and tourism	-0.22	+0.24	BTEC PE	+0.01	+0.54	Construction		+0.65
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<p>Improve transition from feeder schools to Crofton Academy.</p>	<p>PP Learning Mentor to visit and meet all PP students joining Crofton from feeder primary schools.</p> <p>Y10 peer mentors to be placed with most vulnerable PP students when they arrive in September.</p>	<p>"Of all the transition points facing a young person, that between primary and secondary school is often the most traumatic. Providing stability at this time could avoid a damaging loss of learning" (Sutton Trust research).</p>	<p>Learning Mentor to feed information back to staff on how they can support these vulnerable students.</p> <p>Students to complete booklet and report back to Learning Mentor on a weekly basis.</p>	<p>MHI</p>	<p>Year 10 peer mentors placed with vulnerable students. Some for first half term but some until Christmas depending on feedback from the student.</p> <p>Reading buddy scheme working with 2 local primary schools and an infant school. This has grown to include a second primary school this year which has seen more PP students involved from both Y6 and our</p>																					

Crofton Academy | Pupil Premium Strategy



	Reading buddy system where local primary school children read with Crofton Y8 students on a weekly basis.	Peer mentoring according to Education Endowment Foundation states this is very low cost for moderate impact - + 5 months.	Pupil voice.		current Y8s. Y6 students quotes: "I think coming here is a pleasure and 'student X' has helped me with the hard words and explanation of the words".
Miscellaneous	Food Transport Uniform Revision guides Trips	Students to be given the same opportunities as other Non PP students across school. PP money to ensure students attendance is improved by proving transport and uniform where appropriate to do so.	Learning Mentor to monitor.	RFI/ MHI	As and when required. Supported several students with travel cards and all PP students given pack of revision guides for each subject. Geography took 12 PP students to an exam board support session which was well received. Student quote: "This has supported me in helping me understand how exam questions are marked and what the examiner will be looking for".

For full break down of spending please contact the Academy.