

## Pupil premium strategy statement – New Line Learning Academy 2017-2018

1. Summary information					
School	New Line Learning Academy				
Academic Year	2017-2018	Total PP budget Overspend	£266, 740 £26, 431	Date of most recent PP Review	Sept 2017
Total number of pupils	567	Number of pupils eligible for PP	284 KS3 – 117 KS4 - 167	Date for next internal review of this strategy	Jan 2018

Current Data (2017-2018) Term 1					
Year	Low	Mid	Upper	Total	Prior Data
7					
8	16	18	19	53	
9	19	32	8	59	
10	23	37	11	71	
11	22	23	9	54	
<b>Total</b>	60	110	47		

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils eligible for PP (national average)	
English	-0.58	0.09	<b>PP Pupils 2017:</b> Grade 4 and above – 27% Grade 5 and above – 15%
Maths	-0.49	0.11	
Progress 8 score average	-0.45	0.12	<b>Whole school 2017:</b> Grade 4 and above – 36% Grade 5 and above – 15%
Attainment 8 score average	31.34	52.72	

### 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.	Entry levels - Lit and Num / Reading ages
B.	Whole school attendance
C.	White British PP boys attainment
D.	Mid/High prior attainment progress in core subjects

#### External barriers (issues which also require action outside school, such as low attendance rates)

E.	Parental engagement
F.	Area of high social deprivation
G.	Poor attendance % - whole school
H.	High level of incident in the community affecting engagement and behaviour

#### 4. Desired outcomes (desired outcomes and how they will be measured)

#### Success criteria

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Improve attendance % - late night visits / in school incentives / HOY and tutors to take a greater responsibility of attendance	Attendance % - Year group and whole school
B.	Engagement of White British PP boys to reflect positively in progress and achievement	English & Maths progress
C.	Mid/High prior attainment pupils progress	Progress data improves
D.	Early identification of vulnerable pupils on transition from Primary school	Summer school attendance / Year 7 Pitstop attendance and subsequent pupil profiles

## 5. Planned expenditure

Academic year

2017-2018

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?
Teaching staff to be better equipped in supporting the needs of pupils who are Mid/High PP	Mainstream Core Standards Audit for all staff to identify CPD needs with SEN and PP	Identify gaps in staff knowledge and ability to prepare for and teach for pupils who fall into sub groups	Checklist of all staff to ensure full completion  All staff to be supplied with class data file which presents the progress of all groups	SD	End of Term 1
Subject leads and class teachers to be accountable for the progress and achievement of PP pupils  All core subjects to have an action plan for all sub groups	PP to be discussed during board meetings with the Subject Leader, AHT for data	HOD and subsequently department staff	RAT meetings  Quality assurance of assessment and progress within every department  Moderation Monday's	SD PM JR	Cycle 1 data drop
Improvement in teaching and learning to ensure progress and achievement of PP pupils	Teaching and learning/PP team to do regular work scrutiny of PP pupils  Learning walks and staff observations	Progress and achievement for PP pupils lower than expected	Lead teachers identified and learning walk data to be shared and monitored – including focused learning walk on PP pupils  CPD offered for specific areas of identified need for teaching staff – e.g. 'Teach is Tuesday's': PP pupils / individual pupils / differentiation	PM JM MR HT	End of Term 2

	Teaching and learning/PP team to do regular lesson observations and 'plan-do-review' tools to improve the understanding and support offered by teaching staff	Progress and achievement for PP pupils lower than expected/desired	Lead teachers identified and learning walk data to be shared and monitored – including a focused learning walk on PP pupils  Regular scrutiny of data/predictions/progress/achievement		Termly
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## 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?
Early identification of vulnerable pupils on transition from Primary school	KS3 Transition including effective summer school	Summer school attendance / whole school well-being questionnaire /	Whole school well-being questionnaire to determine need base for interventions  Overview of yr7 identified and shared with staff	SD CH	Term 6 and Term 1 (2017-2018)
Specific desired outcomes: Engagement Literacy Numeracy Well being	Holiday Clubs  Pitstop interventions: All groups KS3 and KS4 Aspire (ASC) group Strategies (ADHD) group Numeracy Life skills	Identify PA's/poor attenders/vulnerable etc. offer clubs during school breaks to engage pupils	Contact made with feeder Primary schools to appropriately identify pupils  Registers to be taken and data to be collected	EB SM	Yearly
Appropriate support in place in academic subjects to improve access to and engagement with the curriculum	Full review of TA structure 1 x HLTA per year group 1 x TA per year group  Full review of inclusion structure  Full review of Pitstop intervention	Targeted support through Departments / through individual work / 1:1 work  Identification for additional academic needs: Numeracy Literacy Working memory	Weekly TAIM - TA Inclusion Meeting  Data captures reviewed and monitored by HLTA/TA and Wave 1 strategies updated and shared with staff	SD CH	Cycle 1 data release – review of the structure  Termly  Students will make expected and better progress

	Revision Guides for all subjects	Allows pupils to access additional materials to support with their exam prep which is often referred to during lessons	HOD record all pupils who are given revision guides  Department ensure that pupils are able to access the revision guides to enhance their understanding and revision needs	All HOD's	On-going
	Holiday Clubs and Refreshments for Revision Sessions	Attendance at OOSHL	Registers taken at all OOSHL  Contact made with parents to help encouragement of attendance  Encourage pupils to attend Offer a full and appropriate OOSHL program	PJ All HOD's	Review uptake termly
Broad curriculum offer and access to alternative ways of learning within alternative environments to improve attendance and engagement of those most disaffected	Full Pitstop review – identification of needs determined by individual pupil/wellbeing survey/PASS/SEAL assessments  Alternative Curriculum – Pitstop, The Gateway and construction	Improve access to the curriculum through additional numeracy skills  Improve overall academic outcomes.  Reduce exclusions fixed and permanent	Assessment tools for all interventions to measure the impact of the intervention  Pitstop referrals through the inclusion meeting – regular checks and reviews  Inclusion meetings – each KS bi-weekly where pupils who are causing concern are discussed and monitored	SD CH	Termly review of provision
	Holistic Support including Internal and External Support which includes FIO, Student welfare officer, Student Managers and engagement officers	Support students with barriers which could prevent them from achieving  Students make expected or better progress.  Improvement in attendance		SM HS SD CH	Termly
<b>Total budgeted cost</b>					<b>£201, 015</b>

### 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?
Improved Literacy skills/reading ages/numeracy skills  Employment of deputy SENCO – interventions	Literacy Coordinator & Intervention Team – 1:1, small group work including DEAR	Raise the literacy and numeracy skills of pupils entering yr7 Raise the attainment and access to the curriculum for pupils post literacy and numeracy intervention in KS3	Literacy coordinator to keep up to date records of all pupils receiving support and the impact it is having	NS SD	Every cycle of data
	Numeracy Co-ord Numeracy Intervention Team 1:1 Small group work	Same as above	Numeracy and literacy groups timetabled into their curriculum  Reviews of progress in both areas  Reading ages  Numeracy baseline test - AQA	CH NS SD	Every cycle of data
English – Year11 intervention	Small carefully selected and identified groups for intervention  HLTA with good level of English curriculum knowledge	Specific improvement points identified by the English department to	English department to measure the impact via the progress made in lessons and through assessments	LG SM	Each cycle of data
Fully implemented range of interventions run by the inclusion team  All interventions to have impact based measures with pre and post data using PASS and SEAL assessments	Interventions review: KS3 and KS4 groups - Numeracy - Literacy - Comprehension reading - Working memory - Life Skills - Aspire (ASC) group - Strategies (ADHD) group - RAB - Resilience and positive behaviour group - EAL	Pitstop was not having a positive outcome on progress and achievement  Interventions needed to be more focused on having positive impacts in the classroom to improve the progress and achievement of identified pupils	Weekly TAIM meetings  Inclusion meetings  Observations and reviews with all lead HLTA's running the interventions	SD CH	End of each intervention (12weeks)

Improved attendance of both boys and girls  Predominantly boys/GRT/PP&SEN	Holistic Support including Internal and External agencies support which includes FIO, Psy, Health Adviser, Student Managers Well Being Curr	Poor whole school attendance % end of academic year  Sub-group data shows increase of persistent absentees  High level of behaviour incidents and fixed term exclusion	New Attendance policy fully implemented  New Medical policy  Late night home visits reviewed and specific target groups created to have more impact  Create positive relationships with families to increase parental engagement and support	SD SM EB	Weekly attendance and inclusion meetings
	Hardship Fund including breakfast, uniform and subject resources. Transport	High levels of social deprivation	Support pupils with uniform compliance  Ensure pupils are school ready  Keep a register of all pupils who are support	SD LP EB	Termly
	Motivational – Reward for all year groups	Behaviour incidents and attitude to learning  Termly reward/prize giving	Record kept of all pupils receiving rewards  Alternative awards given for progress in a variety of ways not just academic	HS JR SM	End of the year
Improve aspirations and engagement	Trips and Visits	Improve access to and broaden experiences	Keep records of who accesses the trips and visits who are PP	HS	End of the year
	Skills4Life Careers Support	Improve future aspirations Support with transition from yr11 to further education	All pupils to have careers interviews  Ensure all pupils have an appropriate destination including a range of transition opportunities  Increase the opportunities for advanced learning and experience through trips and visits  Increase the amount of outside professionals coming into NLL to offer advice and guidance for future career opportunities.	JR JM	Termly
<b>Total budgeted cost</b>					<b>£92, 05</b>