

West Lakes Academy Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	West Lakes Academy				
Academic Year	2017-2018	Total PP budget	£203,317	Date of most recent PP Review	0.1.09.2018
Total number of pupils	1016	Number of service children	1	Date for next internal review of this strategy	
Number of pupils eligible for PP	237	Number of pupils eligible for pupil premium plus	10		

2. Current attainment		
Measure	Pupils eligible for PP (WLA)	Pupils not eligible for PP (WLA)
% achieving basics measure (2016-17)	51.5	76.5
Progress in English / Maths (2016-17)	-0.47/ -0.35	0.57/ 0.38
Progress 8 score average	-0.24	0.47
Attainment 8 score average	41.23	53.99

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 made by students eligible for the grant against those who are not.
B.	Reading comprehension strategies
C.	Differences in scaled score attainment already exist from KS2

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Engagement in key attendance events including information/parents evenings and after school revision classes	
E.	Differences in attendance at school	
F.	Academic enrichment outside core hours can be up to 40 minutes per day less than others.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Reduce the attainment difference between PP and NPP students	Progress 8 score above 0 and no differences
B.	Deliver world class teaching and learning	Progress 8 score above 0 and no differences
C.	Remove any and every barrier to learning	No difference in attendance at enrichment events
D.	Use the development of CPD foci for all teaching staff to support and improve the progress made by PP students	Progress 8 score above 0 and no differences

1. Allocation of spending and Action plan for 2017-2018

FOCUS	STRATEGY	YEAR GROUP	EVIDENCE SUPPORTING ACTION	Objective	COST (£)	HOW THE IMPACT WILL BE MEASURED	EVALUATION AND NEXT STEPS*															
WHOLE SCHOOL, CLASSROOM BASED TEACHING	Accelerated Reader reading scheme to improve literacy, comprehension skills.	7-9	2016-2017 review	Reducing difference in reading age.	£2,600	Update cycles and AR reports	2017-2018: Yr7 PP students make on average +7months gain. Yr 8 PP students make on average +3.7months gain.															
	Mentoring	7-11	EEF: Parental involvement, behaviour interventions, Meta-cognition and self-regulation.	Engage students and parents in the learning process	£15,000	Student voice and event attendance 2018 GCSE results	GCSE 2018 pupil premium progress score +0.013 Student voice suggested this had a positive impact on their drive and mental wellbeing.															
	Maths and English: After school revision classes	10-11	2016-2017 review	Increase attainment of targeted students and reduced basics difference	£23,100	Basics measure 2018	<table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>4+</td> <td>51.5</td> <td>60.5</td> </tr> <tr> <td>Gap change PP/ Non PP</td> <td colspan="2">+8.31</td> </tr> <tr> <td>5+</td> <td>21.2</td> <td>26.3</td> </tr> <tr> <td>Gap change PP/ Non PP</td> <td colspan="2">+0.1</td> </tr> </tbody> </table>		2017	2018	4+	51.5	60.5	Gap change PP/ Non PP	+8.31		5+	21.2	26.3	Gap change PP/ Non PP	+0.1	
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Music tuition	11	Remove every barrier	Improved PP progress score in music	£420	Music GCSE score for PP students	2017: -4.37 2018: -1.67																
Geography and History afterschool sessions	11	EEF: Extending the school day	Improved PP progress score in geography and history	£2,700	Geography and history progress scores	Geography 2017: -1.60 2018: -1.41 History 2017:-1.84 2018: -0.74																

	Transport home from revision classes and homework club	All	EEF: Extending school time and Homework (Secondary)	Access to specialist staff and quiet environment to increase attainment	£6,600	Basics measure 2018	<table border="1"> <tr> <td></td> <td>2017</td> <td>2018</td> </tr> <tr> <td>4+</td> <td>51.5</td> <td>60.5</td> </tr> <tr> <td>Gap change PP/ Non PP</td> <td colspan="2">+8.31</td> </tr> <tr> <td>5+</td> <td>21.2</td> <td>26.3</td> </tr> <tr> <td>Gap change PP/ Non PP</td> <td colspan="2">+0.1</td> </tr> </table>		2017	2018	4+	51.5	60.5	Gap change PP/ Non PP	+8.31		5+	21.2	26.3	Gap change PP/ Non PP	+0.1	
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iPad for all	7	EEF: Digital technology	To enable equal access to problem solving and more open-ended learning.	£5,600	All students purchased iPad	All students in Year 7 have an iPad																
Parent and students forum meetings	All	EEF: Parental involvement	Engage all stakeholders in the allocation of the PP grant	£700	Meeting minutes and successful allocation of grant 12.16	GCSE 2018 pupil premium progress score +0.013 Next Steps Create PP forum through discussions with families with Jonny Sunter (DA mentor)																
Maths: Bespoke PP teaching groups	11	EEF: Reducing class size	To increase attainment of targeted students	£5,300	2018 GCSE results	Mathematics pupil premium progress score: -0.465 Next Steps Transfer successful intervention model from English to mathematics Focus on QLA analysis on key PP students and fill gap with mathematics revision guides																
Extra set in English and maths	10 & 11	EEF: Reducing class size	To increase attainment of targeted students	£13,800	2018 GCSE results	Mathematics pupil premium progress score: -0.465 English pupil premium progress score: +0.052																

							<p>Next Steps</p> <p>Transfer successful intervention model from English to mathematics</p> <p>Focus on QLA analysis on key PP students and fill gap with mathematics revision guide</p>
	Book fair	7-10	2016-2017 review EEF: Parental engagement	Celebrate reading and its impact on attainment	£2,000	Student voice and event attendance	<p>GCSE 2018 pupil premium progress score +0.013</p> <p>Yr7 PP students make on average +7months gain. Yr 8 PP students make on average +3.7months gain.</p>
	Maths: Purchase calculators	7	2016-2017 review	Remove barrier to learning	£400	No behaviour logs for equipment - checked at updates	<p>Mathematics pupil premium progress score: -0.465</p> <p>Next Steps</p> <p>Transfer successful intervention model from English to mathematics</p> <p>Focus on QLA analysis on key PP students and fill gap with mathematics revision guides</p>
	English and Maths: LSA support	7-11	EEF: Small group tuition	To increase attainment of targeted students and decrease difference	£2,700	2018 GCSE results and updates	<p>Mathematics pupil premium progress score: -0.465 English pupil premium progress score: +0.052</p> <p>Next Steps</p> <p>Transfer successful intervention model from English to mathematics</p>

							Focus on QLA analysis on key PP students and fill gap with mathematics revision guide
	ALG lead on PP & ALG QA time	7-11	2016-2017 review	Provide strong strategic leadership that increases attainment for targeted students	£24,700	2018 GCSE results	GCSE 2018 pupil premium progress score +0.013 Next Step Strategic direction of PP focused on key areas that have evidence to support impact Employ Disadvantaged Mentor full time to support the work of the ALG lead
	English Maths TA	7-11 7-11 7-11	EEF: Homework, Feedback, Parental involvement, Reading comprehension	Take advantage of additional curriculum time and small group intervention to improve the interventions identified by the EEF to have a positive impact on student attainment	£26,000	2018 GCSE results	Mathematics pupil premium progress score: -0.465 English pupil premium progress score: +0.052 Next Steps Transfer successful intervention model from English to mathematics Focus on QLA analysis on key PP students and fill gap with mathematics revision guides
SMALL GROUP INTERVENTION	HPA: Mentoring for underperforming L5+ students	11	EEF: Parental engagement and behaviour interventions	Increase attainment of targeted students	£1,800	Student voice Update data 2018 GCSE results	100% of HPA DA students improved from the end of Year 10 to results day. Next Step "Real Life Mentors" set up to raise aspirations University links created
	English: Purchase studied texts	10	2016-2017 review	Remove barrier to learning	£250	Texts in place	English pupil premium progress score: +0.052 Next Step Move forward to next year

	English: GCSE breakfast and revision day resources	11	2016-2017 review EEF: Reading comprehension strategies	Improve reading focus on learners understanding of the text and increase attainment	£150	2018 GCSE results	English pupil premium progress score: +0.052 Next Step Move forward to next year
	English: bespoke tutor time group	11	2016-2017 review	Improve attainment of targeted students	£3,500	2018 GCSE results	English pupil premium progress score: +0.052 Next Step Move forward to next year - start earlier to maximise intervention time
	Revision resources in all departments	9-11	EEF: Homework (secondary)	Remove barriers to learning in all subjects by providing resources that can be used to supplement learning outside the classroom	£3,000	2018 GCSE results	GCSE 2018 pupil premium progress score +0.013 Next Step Robust tracking of use and impact of revision resources
	Food technology	7-11	2017-2018 review	Remove any and every barrier to learning	£2,500	GCSE results and progress above 0 in open element	GCSE 2018 pupil premium progress score of -0.74 Next Step Roll on to 2018-19 Robust tracking and monitoring of impact
	Engineering	7-11	2017-2018 review	Remove any and every barrier to learning	£600	GCSE results and progress above 0 in open element	GCSE 2018 pupil premium progress score of +0.39 Next Step Roll on to 2018-19
	Photography: additional qualification provided	11	2016-2017 review EEF: Arts participation	Provide additional qualification that inspires students' pathway choices	£2,500	2018 GCSE results	GCSE 2018 pupil premium progress score of +0.05 Next Step Roll on to 2018-19
INDIVIDUAL INTERVENTION	HOY & pastoral support and 1-2-1 sessions	7-11	EEF: Parental engagement and behaviour interventions	Provide opportunities to develop student voice to improve teaching and learning	£50,400	2018 GCSE results 100% Good or better teaching and learning in QAMS	GCSE 2018 pupil premium progress score +0.013

							<p>Next step: Robust tracking of attendance, behaviour and exclusions for pupil premium students and evaluation of impact of interventions</p>
	Revision guides	11	Used to inform home learning activities and independent learning	Update 1 data	£400	GCSE results 2018	<p>GCSE 2018 pupil premium progress score +0.013</p> <p>Next step: Robust tracking of impact of revision guides and engagement with guides</p>
	Uniform	All	2016-2017 review	Remove all barriers to learning	£30	No behaviour logs for uniform - checked at updates	<p>Next Step Continue 2018-19</p>
OTHER	Stationary	7-9	2016-2017 review	Remove barriers to learning	£600	Behaviour logs taken at updates.	<p>Decrease in the amount of behaviour logs</p> <p>Next Step Tutor to track PP equipment and supply as and when necessary</p>
	Subscriptions to online learning platforms	7-11	EEF: Digital technology	Enable equal access to problem solving and more open-ended learning.	£2,000	2018 GCSE results and Bedrock reports	<p>GCSE 2018 pupil premium progress score +0.013 Improved vocabulary range for MPA and HPA students in Year 9</p> <p>Next Step Extend Bedrock programme to MPA and HPA students in Years 7 - 9</p>
	Careers advice	10-11	EEF: Aspiration interventions	Provide high quality, impartial careers advice to cohort	£800	Destination measures 2018	<p>Increase in retention to Sixth Form 20% 2016-17 55% 2017-18</p>

							<p>Next Step Increase numbers in Sixth Form further</p> <p>More PP students go to top third universities and % in line with non PP students</p> <p>Clear pathways established for each and every student - each and every PP student receives a range of CIAG to support future development that is centred around them</p>
	Trip expenses	7-11	EEF: Aspiration interventions	Provide cultural capital	£1,260	Improved awareness of the world and how it works	Student voice suggest collected after trips suggest they were successful.

*For more detail on the interim impacts and ongoing evaluation of our deployed strategies please contact Melissa Relph (relphm@westlakesacademy.org.uk)