



BUCKLER'S MEAD ACADEMY

Pupil Premium

Evaluation of 2016/ 2017

Plan for 2017/ 2018

Pupil Premium Spending 2016- 2017.

Staffing

- KS3 Coordinator embedded in Maths Department, introducing interventions such as Maths Ninjas, Y10 to Y7 Mentoring.
- Intervention Coordinators planned a range of Intervention across the Academy in English and Science. These are subject specialists organising and working with students who are at risk of underperforming- a deliberate strategy to ensure high quality input.
- Intervention Coordinator in post and working with Year 11 students with the lowest P8 scores. Staffing changes reduced the impact of this, but we now have a settled member of the team in post, working closely with the current Y11 cohort.
- Key Staff including Data Manager ensure close monitoring of students across subjects, year groups, tutor teams etc. is in place. The Closing the Gap process is used at every level to identify and act upon underperformance.
- Increased the role of the PFSA who works with Pupil Premium (Caseload 75%), to ensure the needs of the most vulnerable students are met. PFSA L2 Safeguarding Trained plus
- Introduction of Higher Achieving Coordinator from Easter 2017. This post is aimed at introducing strategies to extend and challenge all students, with particular emphasis on vulnerable students across all Year groups. A range of interventions have taken place, including Articulary workshops, Brilliant Club, Einstein Academy etc...
- Literacy Coordinator: New role created, specific PP targeted work, includes, PP Boys reading Club and Siobhan Dowd Trust Competition, as well as wider, author visits and Drop Everything and Read.

Increase motivation

- External speakers and training came into the Academy to deliver a wider range of additional opportunities such as The Brilliant Club, Enact Solution-, Articulary Workshops, Career pilot.
- Fund ways of rewarding students who maintain a positive approach to their learning, through Presentation Evening awards, Directors Awards, League of Legends and part funding of reward trips.

Personalising the Curriculum

- Alternative courses are being added to the curriculum, for example ASDAN, Level 1 Construction/ Level 2 Construction, Fashion and Textiles etc.. as a way of adding breadth to the curriculum.
- We have moved away from online specific courses, however we do use more Apps that are parent/ student friendly such as SMHW, Pixl Maths App and Tassomai which have proved to be more engaging for students.
- Funding for students to go on key trips has been made available, including the Pantomime. Staff are being asked to highlight how all trips in future can benefit disadvantaged students.

Targeted intervention programmes

- Sound training for Reading and Pixl Code are being used by English Department to improve the reading ability and therefore access to curriculum of disadvantaged students.
- Mentoring schemes, such as the HA mentoring Programme with Steve Lawes are in place.
- Key Maths and English Intervention programmes at KS4 have been put in place, with particular emphasis in preparation for GCSE exams, as well as Numeracy and Literacy at Key Stage 3.

	2015 Gap	2016 Gap	2017 Gap	Gap Closed by	*Year on year comparisons should be considered with extreme care. Like for like systems are not in place from one year to the next.
5 A*-C EM	-19.02	-14.1	-7.4	11.62	
Eng and Maths	-14.74	-10.96	9	5.74	The gap in the % of student gaining a 4+ in both English and Maths has decreased to 9%.
Ebacc	-12.06	-9.61	8.7	3.36	The gap in the % of student gaining the Ebacc in has decreased to 8.7%.

Bucklers Mead Academy Planned Pupil Premium Spending 2017/ 2018

Total Budget: £263 455

Spend Area		Key Information	Staff Lead	When/How is this reviewed?
Staffing Costs	Data Manager	Data Manager employed to identify the areas of underperformance in attainment and progress of students at BMA. Data Manager identifies the gaps in attainment of disadvantaged students enabling key intervention to be put in place to close the gaps.	DHD	Ongoing review through Line Management.
	PFSA*	Parent and Family Support Officer. Works primarily with students and families of disadvantaged students.	AHD(DSL)	Through ongoing line management with Asst. Head (DSL) and student Case Studies.
	Intervention Coordinator English	Key members of staff in English department in place to take a lead on the Interventions needed to be put in place to address areas of poor performance.	HoD Eng.	Line Management by HoD
	Intervention Coordinator Science	Key members of staff in Science department in place to talk a lead on the Interventions needed to be put in place to address areas of poor performance.	HoD Science	Line Management by HoD
	Maths Intervention through distinct KS3/4 Leads	HoD Maths manages interventions for Key Stage 4, additional staffing post created to manage interventions in Key Stage 3.	AHD T&L	Line Management by Asst Head
	Attendance Officer*	Additional hours for attendance officer to ensure that each week, separate time is dedicated solely to PP students.	DHD	Line Management by DH
	Student Counsellor *	Part Time Counsellor in place to work with high need and vulnerable students.	AHD (DSL)	Line Management by Asst Head (DSL)
	HA Coordinator	High Attainment Coordinator post to introduce actions to ensure the most able are reaching their full potential and being fully challenged. Key focus of this role is all disadvantaged, high attaining students.	AHD T&L	Line Management by AHD T & L. Scrutiny of Closing The Gap forms. Achievement/ Engagement of HA students. Evaluation of individual actions.
	KS4 Intervention Coordinator	Runs extraction groups and key interventions to support students making the least progress. Below target Pupil Premium students are targeted for this group.	Asso. AHDD KS4	Line management/ KS4 Student Outcomes.
	Literacy Coordinator	Key Intervention on Literacy across the Academy. Key focus of this role is all disadvantaged students and engaging them in literacy based activities.	HoD Eng.	Improved Engagement in redaing and literacy
	Maths Additional Support (JC 2017)	Specialist teacher to support underachieving students.	HoD Math.	Line Management of HoD.
English Additional Support (TBC 2017)	Specialist teacher to support underachieving students.	Hod Eng.	Line Management of HoD.	

	Science Additional Support (KL 2017)	Specialist teacher to support underachieving students.	HoD Sci.	
	Teaching Assistant Staffing*	Pupil Premium spending allows the Academy to employ a higher number of departmental TAs, all of whom work directly with students.	HoDs (ALL)	Line Management of TAs,
Trips and Visits	Trips and Visits*:	The Academy funds or part funds a number of trips and visits designed to enrich the lives of the students and therefore raise engagement, aspiration and attainment. For example the Year 7 trip to the Panto ensures that all Year 7 disadvantaged students have the opportunity to visit a theatre production. Rewards trips are supported to help enhance the Attitude to learning and attendance of students.	Academy Wide	Line Management of individual Dept. areas and Pastoral Areas.
Staff Training	<p>Ensuring students have access to the highest quality teaching and learning, specific staff training is required. While there is a separate budget for 'other' staff training the Pupil Premium Budget is used to train staff in areas that will have most benefit to disadvantaged students. This will include: Intervention Coordinator Training (to ensure that frontline intervention staff are trained in mentoring/ small group work/ Maths and English).</p> <p>Life Without Labels, training from Mark Rowland on working with PP students, cover for staff to visit other schools, C. Moyes training. Pixl School of leadership</p>			Individually based on what training has taken place through Line Management of individual staff.
Outside Speakers		Resilience Training Year 7 and 8* Professional group presentation on building resilience for KS3 students.	AHD KS3	Monitoring of students grades. Students follow up surveys.
		Motivational Speaker* used to increase motivation and improve study skills for Year 10 and Year 11.	Assoc. AHD KS4	Monitoring of students grades. Students follow up surveys.
	Breakfast Club Initiative	Deal with ASPENS to provide FSM students with access to breakfast.	Bus. Man. YCs	Review through Line Management of School kitchen. Monitor attendance and impact on learning.

Literacy	Funding Reader support. Buying books for small reading groups to enhance disadvantaged students' engagement in reading. For example: A Monster Calls.	Literacy Coord.	
Catering	Catering KS3 Support with ingredients. All Key Stage 3 cooking ingredients are bought by the Academy to reduce the stigma surrounding bringing in cooking ingredients.	HoD Tech.	Reductions in behaviour points, improved attendance and Line Management in this area.
D of E	Duke of Edinburgh: Duke of Edinburgh Award to be introduced at BMA (2017/2018). Engagement of disadvantaged students being a key aim.	Gg Teach-DH	Geog Teacher DH. Completion and award, buy in of students.
Clubs	Black Smith Club (Tech- Brian Hill)	HoD (Tech)	Line Management of Hod Tech. Engagement of students in the Academy.
Uniform and Supplies.	Uniform Fund Funds available to support disadvantaged students to supply them with uniform and other supplies.	YCs	Line management of YCs and Learning Mentors.
Other	Growth Mindset: Supporting the introduction of Growth Mindset into the Academy for staff and students.	TK	Line Management. Student/ Staff surveys.
Other	Pixl Edge	Assoc. AHD KS4	Student completion of Pixl Edge program, increased engagement in lessons.
Other	Support of School Production	HoD Drama/ Music.	Line management of Drama dept.
THRIVE	THRIVE Behaviour Approach put in place with dedicated practitioner. Resources/ training, SSPS Support Services. Improvement in Parental engagement.	AHD KS3	Line Management. Reduction of Behaviour Points for THRIVE students.
Pastoral Support Budget	To cover cost of support from Ed Pysch, Bullying Training and E Safety Awareness	AHD KS3/DSL	Line Management.

Extensive research has gone into the development of the Buckler's Mead Academy plan. Best practice from other schools, evaluation of existing practice and wider reading and training from groups like the Sutton Trust, or from Mark Rowland (Learning without Labels). It is evaluated at several times throughout the year by Directors and SLT and is evaluated in full annually.

Deputy Head teacher (responsible for Pupil Premium): M. Lawrence

Pupil Premium Lead Director: Jane Bell