



DUKE'S
ALDRIDGE ACADEMY

THE DUKE'S WAY...
PUPIL PREMIUM
2017 - 2018

REVISED

November 2017

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupil and close the attainment gap between them and their peers. The Pupil Premium funding rose to £1.875 billion in 2013-14, with schools attracting £900 per disadvantaged child, with an additional payment of £53 for primary-aged pupils.

In 2014-15, the funding will rise to £2.5 billion, with £1300 for primary-aged pupils, £935 for secondary-aged pupils and £1900 for all looked after children, adopted children and children with guardians.

- *Department for Education, Pupil Premium*

PUPIL PREMIUM

We have high aspirations and ambitions for our students and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our students are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect. We believe that one of the biggest barriers for students can be poverty of expectation and so are determined to create a climate that does not limit a student's potential in any way.

When making decision about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for pupil premium students can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent students from flourishing. The challenges are varied and there is no "one size fits all".

Our key objective in using the Pupil Premium Grant is to narrow the gap between student groups. As a school we have an emerging track record of ensuring that students make good progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For students who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and as they move through the academy.

KEY PRINCIPLES

BUILDING BELIEF

We will provide a culture where:

- staff believe in **ALL** learners
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support students to develop “growth” mind sets towards learning

ANALYSING DATA

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and areas for development across the academy
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

IDENTIFICATION OF STUDENTS

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of students
- ALL staff are aware of who pupil premium and vulnerable students are
- ALL pupil premium students benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining students)
- Student’s individual needs are considered carefully so that we provide support for those students who could be doing “even better if...”

IMPROVING DAY TO DAY TEACHING

We will continue to ensure that **ALL** students across the academy receive good teaching, with increasing percentages of outstanding teaching achieved by using our curriculum team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiable, e.g. marking, homework, paired reading
- Share good practice within the School and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

INCREASING LEARNING TIME

We will maximise the time students have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS3 & KS4)
 - Extended learning out of school hours
 - Early mornings and after school
 - Saturdays
 - Holiday intervention
 - SHINE Programme

INDIVIDUALISING SUPPORT

“There’s no stigma attached to being in an intervention in these schools. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each student and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using curriculum team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing extensive support for parents
 - To support their children’s learning within the curriculum
 - To manage in times of crisis
- Tailoring interventions to the needs of the student (e.g. Targeted maths revision sessions after school for students who struggle in the main lesson)
- Recognising and building on student’s strengths to further boost confidence (e.g. providing additional online literacy lessons)

MONITORING AND TRACKING EXEMPLARS (1)

SIMS

Marksheet Entry : Maths Y10 Baseline data : 10M/Ma1 13/14, David, Jodeth

Save Undo Print Export Calculate

1 Basic Details 2 Marksheet

2 Marksheet

Result Date 19/12/2013 Group Membership Date 19/12/2013 Refresh Summary Narrow Zoom

Group Filter

Students	Class	SEN Status	Pupil Premium Indicator	KS2 prior attain. group	EAL student new to the UK	Maths KS2 SATs fine level	Maths KS3 attain level	Eng GCSE predicted grade	Maths current grade	Maths predicted grade	Maths min. target	Maths VA+/- min.target FFT Benchmark	Maths VA No.of Grades FFT Benchmark	Maths student target	KS2 prior attain.group KS2 Results	Mat.KS2 Test Level	Mat.KS2-4 exp.prog.target KS4 Tracking	Pls +/- Expected progress	Mat.KS2-4 expect.progress KS4 Tracking
ALI AHMAD, Bilal	10M/Ma1 13/			U		5b	8b	B	B	B	A	-6	-1 Gr	A	U	5	B		Y
AL-MUBARAK, Sarah	10M/Ma1 13/		Y	U		5c	8b	A	B	B	A	-6	-1 Gr	A	U	5	B		Y
CENGIZ, Sema	10M/Ma1 13/		Y	U		5b	7b	B	B	B	B	0	0 Gr	A	U	5	B		Y
CHU, Jennifer	10M/Ma1 13/	N	Y	M		5c	7b	C	B	B	B	0	0 Gr	A	M	5	B		Y
COMAK, Alena	10M/Ma1 13/		Y	M		4b	7a	C	B	B	B	0	0 Gr	A	M	4	C		Y
DIXON, Chloe	10M/Ma1 13/			M		5c	7c	B	B	B	B	0	0 Gr	A	M	5	B		Y
DOGAN, Anil	10M/Ma1 13/		Y	M		5c	8b	B	B	B	A	-6	-1 Gr	A	M	5	B		Y
EMIN, Helin	10M/Ma1 13/		Y	U		5c	7a	B	C+	C+	B	-4	-1 Gr	A	U	5	B		N

LESSON OBSERVATION FORM

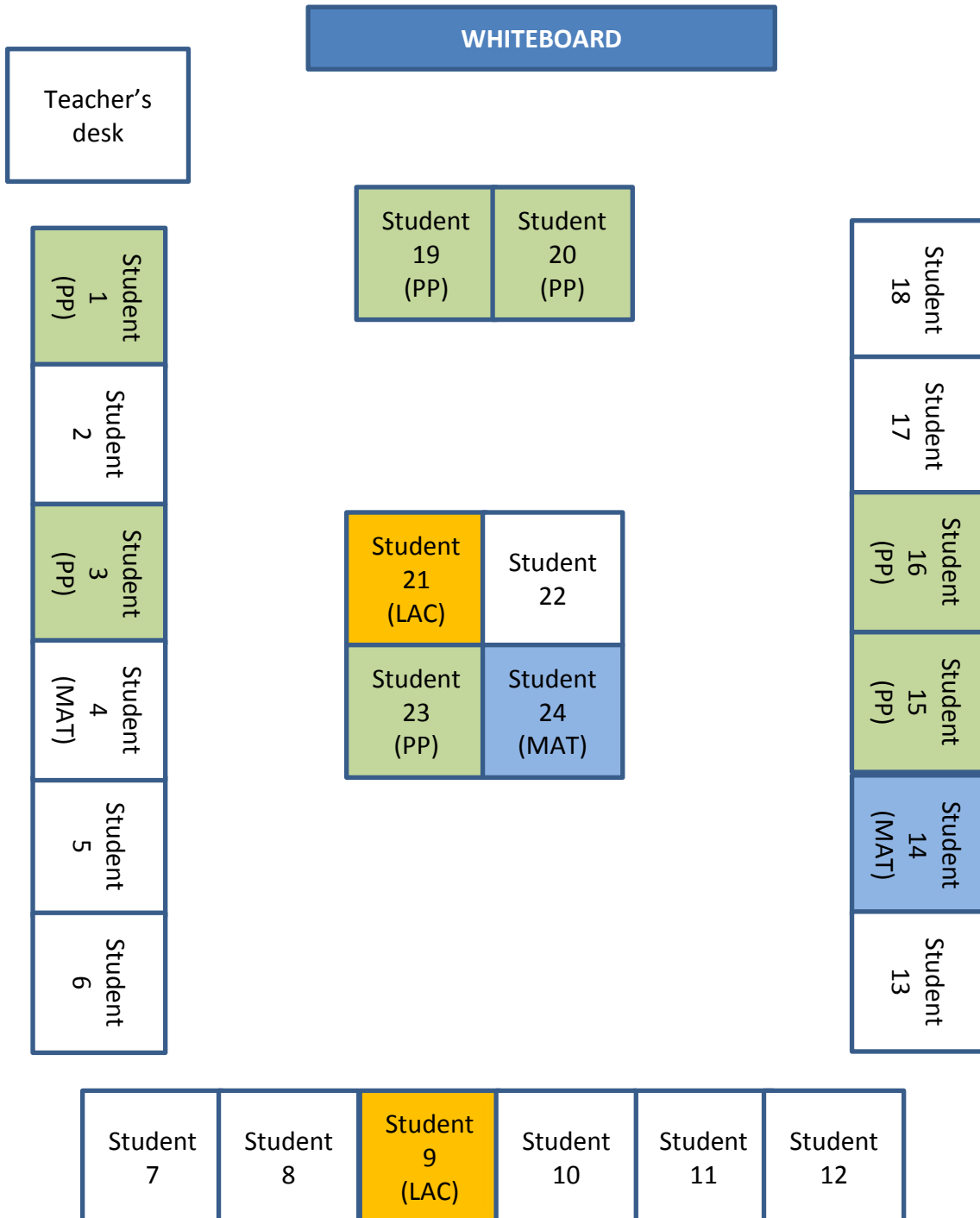
YEAR GROUP		Grouping (Please circle).	Sets / tutor group/option/mixed ability				Present / Number on register		
Pupil Premium		SEN	EAL		MAT (More Able & Talented)		Support teachers / assistants (Name)		
Focus for strand observations only.			Context (lesson objective or description of activity)						
SMSC: SMSC evidence where seen which could include the following: behaviour, reflection, awe, thoughtfulness to others, ability to focus on silent work for an appropriate time. Social interaction with teacher and peers. Cultural discussion.				Learning evidence Comment on the learning that has taken place and the progress that the students have made during the lesson					
Teaching evidence Comment on the teacher's clarity of exposition and instructions, question and answer techniques, use of modelling, quality of individual interactions and range of learning activities organised for the students									

MONITORING AND TRACKING EXEMPLARS (2)

LESSON OBSERVATION CONTEXT SHEET:

State the intervention strategies been used to support every PP student.

An example of seating plan to be used for all lesson observations



Key Priorities	What are the expected outcomes?
<ol style="list-style-type: none"> The Academy is striving to be an “Outstanding Academy” – determined to create a positive culture in which everyone can reach their full potential To narrow the gaps between key groups in our academy and reduce the barriers to success and achievement for specific disadvantaged groups, particularly PP, LAC and SEN 	<ol style="list-style-type: none"> Access to a broad and balanced curriculum that supports the engagement and achievement of disadvantaged students Improved rates of at least good progress Raised levels of attainment that represent good and progress from their starting points Increase levels of participation in the enrichment and extended curriculum

Allocation and Budget	
Amount Allocated 2016 – 2017	£548,845
Estimated Allocation 2017 – 2018	£546,975

2017 – 2018			
Year	Whole Academy	PP Students	Percentage PP Students
7	188	95	50.8
8	188	92	48.2
9	217	119	55.6
10	211	112	53.3
11	215	108	50.7
Total	1019	526	51.8

1. Core provision within and across the academy timetable		
Learning in the curriculum	Social, emotional and behavioural aspects of learning	Alternative learning pathways
<ul style="list-style-type: none"> Option tutorials Smaller classes Additional subject specialist classes and sets Support teachers/ Teaching Assistants/ Partnership Teaching 1-2-1 career interviews Learning outside the classroom 	<ul style="list-style-type: none"> Access to speech and language therapist sessions Mentoring Pastoral Staff Restorative Centre Referral Room Academy Counsellor Student Support Centre 	<ul style="list-style-type: none"> Education offsite Additional GCSE subject choices Foundation English, Maths and Science Other additional support such as targeted careers advice; EAL support; enrichment beyond the curriculum Other initiatives e.g. structured conversations, outreach, and external mentoring programmes.

2. Enrichment provision: outside and beyond the academy timetable

- Aspiration and Challenge Programme
- A vast range of extra-curricular educational visits and activities (inc. Duke of Edinburgh, Springboard programme)
- Catch-up clubs and other teaching outside of class
- Support from large pastoral team, including tutors and co-tutors, Achievement Coordinators, Assistant Achievement Coordinators, Pastoral Assistants and Attendance Officer.
- Community Education programme
- Building 'character' programmes i.e. Lift, Reach Out, Duke's Student Pledge
- Links with the private sector i.e. Linklaters, Guild of Entrepreneurs, ARUP, BT, Horley, Civil Service, Prince's Trust, Independent Schools via Springboard Programme
- Monitoring inclusion of FSM in enrichment and extension programme

3. Intervention provision: targeting under-achievement

- Monitoring and evaluation of Pupil Premium student progress, attainment and well-being i.e. KS3 and KS4 Raising Attainment of Pupils (RAP) meetings and Student Support Panel (SSP)
- Supportive intervention, including:
 - progress interviews
 - subjects specific strategies
 - progress interviews: what are the pupil's needs and how are we meeting them?
 - subject specific strategies, according to areas of underachievement;
 - targeted and prompted enrichment provision according to individual needs and strengths;
 - active identification of need for additional provision
 - leading to similar achievement as their peers

4. Additional provision: to meet specific needs if not already met by the above

- Key Stage 3 small group tutorials in English and Maths.
- Holiday and weekend revision sessions in Key Stage 4.
- Instrumental lessons
- Homework club
- Academic mentoring / further one-to-one tutorials
- Performance Learning programme
- Act on Tutoring
- Scholarship programmes
- Holiday programmes i.e. Half-term, Easter and Summer
- The quality of teaching, planning and assessment which routinely priorities the achievement of disadvantaged pupils.

Monitoring Strategies	
Mechanism	Lead Person
Regular monitoring and tracking of students achievement and progress data	DSP
Regular Raising Attainment of Pupils (RAP) meetings for all Year Groups to track progress and to create strategies to improve individual and group performance	RLI/NME/VWE
Student interviews and questionnaires.	CRC
Monitoring Uptake of PP targeted activities	CRC
Financial monitoring of PP expenditure and strategy planning of future PP income with Governors through the Finance Personnel and General Purposes Committee meetings.	BST
Monitoring and tracking by Governors through Principal's half termly report	MDU
Teaching and Learning leader monitoring the quality of teaching for disadvantaged students	RLI/NME

ACADEMIC YEAR 2016 - 2017

- 56% of our students were eligible for the academy to receive Pupil Premium funding.
- Our Pupil Premium Grant was £546,975

The academy invests in a large amount of resources for all its students in order to ensure that all students thrive and are supported in their progress. In addition to extra classes and smaller class sizes, enrichment activities, interventions and academic or pastoral support, the Pupil Premium Grant was allocated as listed in the table below for 2016 – 2017.

Item	Resource Allocation
Further Curriculum Support at Key Stage 3: building on the work done last year we are further tailoring our provision with more specialised staffing and provision within the Inclusion team to drive this tailored curriculum.	£25,452
Further Curriculum Support at Key Stage 4: continue the good practice in tailoring the KS4 curriculum to ensure that 65% of students gain 5A*-C, and that the academy continues to improve the number of students who get 5A*-C including English and Maths This includes developments for the changes to the performance tables in 2014.	£37,801
Pastoral Teams: To support the care support and guidance of students in the academy through the deployment of skilled staff in the pastoral and guidance teams, internally and with external groups.	£182,895
Literacy and Reading Boosters: To use a range of literacy and reading strategies to improve reading levels and literacy throughout the academy i.e. SHINE programme.	£21,000
Accelerated Reader (AR): Buy in and train staff to develop the use of 'Books about Town' programme to monitor reading practice and comprehension. Further developing EAL department to tackle EAL barriers to learning.	£20,000
Small Group Tuition: building on the success of last year we will be extending the scope and coverage of small group tuition in English and Maths at both Key Stages. This will continue to focus on fine-tuned interventions to boost understanding and skills, and enhance levels of progress - so that most students make expected progress and more students make good progress.	£130,480
Learning and Peer Mentors embedding the capacity of peer mentoring across Y9-11, developing to work with younger students, particularly in numeracy and literacy.	£3,100
Interventions and boosters to target the Pupil Premium Cohort: ensuring students in the Pupil Premium Cohort are targeted for support and boosters in Maths and English to drive forward their achievement in these key GCSE subjects.	£25,600
Raising Aspiration and motivation: To continue and develop curriculum enrichment activities as a means of developing social capital and motivation amongst these disadvantaged groups. Including the use of external providers (eg The Brilliant Club and Wellington College Academy)	£22,000
Counselling and Mentoring service for students: Continue to use and develop these services to support focused intervention with the students and develop behaviour for learning.	£60,400
Embedding Parental Support: To provide Parents with a variety of forum to become involved in and understand the work of the academy. These include Termly review day meetings and meetings with specific groups of parents of remove barriers to learning.	£21,200
Alternative curriculum in KS4 Continue to seek accredited alternative curriculum experiences, and to develop links with high quality external providers for more vocationally oriented courses.	£10,000
Free music lessons are being offered to PP students who show a flair or passion for instrumental tuition	£10,000
Total	£569,928(apprx)

**PUPIL PREMIUM AND YEAR 7 CATCH UP FUNDING
2016/2017 AND 2017/2018**

Pupil Premium £548,845
Year 7 catch-up funding £28,197

	Impact 2016/2017	Progress 2017/2018
Intervention and Academic <ul style="list-style-type: none"> Additional Sets in core subjects (reduced class size) 2FTE Additional Learning Support Assistants Literacy Intervention teacher Maths Learning Support Teacher Timetabled 1:1 or group support 	<p>At Dukes Academy, PP students attain similar outcomes to non-PP students across the various performance measures</p>	<p>Refine targeted and monitoring of PP Year 11 students to achieve both Maths and English A-C</p> <p>Specific focus on progress in mathematics and smaller teaching groups in maths.</p> <p>Static Year 11 intervention team for pastoral and academic intervention.</p> <p>Use Year 11 Student Voice 2015-16 to adapt student experience</p>
Teaching and Learning <ul style="list-style-type: none"> Focus on improving overall quality of teaching and feedback Whole staff training and development Lesson studies Teaching and Learning team 	<p>Teaching 90% good or better leading to accelerated progress</p> <p>Planning and assessment focus on different groups in schemes of work and lessons</p> <p>Book scrutiny of PP students and clear differentiated teaching</p> <p>Seating plans with contextual information standard as embedded practice</p>	<p>Develop 'growth mind set' across the academy</p> <p>Further develop teaching TRIADS</p>
Additional Classes and Revision Programmes <ul style="list-style-type: none"> Easter Academy Saturday Programme Revision Breakfasts Targeted PP additional classes Springboard programme 	<p>See above for outcomes. Attainment and Progress for PP eligible students</p> <p>6 students who gained scholarships were PP</p>	<p>Increased number of students in Year 10 cohort 17/18 participation on the Springboard programme (14)</p> <p>Develop partnership with London Academy of Excellence (Tottenham) for KS4 teaching and learning</p>
Student Support Panel <ul style="list-style-type: none"> Referral Centre Restorative Centre Student Support Centre Mentoring Programmes Attendance and Punctuality Community Education Classes (ESOL) Parenting classing Alternative Provision College Courses Breakfast Clubs 	<p>Y11 alternative provision for a number of vulnerable PP students meant they did achieve outcomes including English and Maths, and go on to further training.</p> <p>PP attendance for 2016/17: 94.5% Whole Academy: 94% Year 11: 95%</p> <p>See attendance data for PP v Non PP by year group for improved punctuality and readiness for schools</p>	<p>Increased scrutiny for PP off site students in alternative provision</p> <p>Focus on PP WB and AC students</p> <p>Retention of Academy based Police Officer, which breaks down barriers for all students and ensures prompt communication of community issues that may affect disadvantaged students.</p>
Accelerated Reader <ul style="list-style-type: none"> Staff time Training (staff/students/families) Resources 	<p>Increased rate of reading age and enjoyment of reading for pleasure in Year 7</p> <p>Increased use of library use at break and lunchtime.</p> <p>Increased uptake of book loans</p> <p>AR widened to Year 8</p>	<p>Sustained progress and successes of 2016/2017</p> <p>Retain master school status</p>

ICT Equipment <ul style="list-style-type: none"> Chromebooks Increased Show My Homework website Extended Library opening hours 	Additional access to IT facilities for research and homework during extended day. 'Show My Homework'. Increased access for staff, parents and students for monitoring and completion	Continued enhanced profile of 'Show My Homework' to further engage Parents supporting their child Run parent's workshops (Parent voice request)
Additional Resources PP eligible <ul style="list-style-type: none"> Curriculum Other support (lunches, uniform, sports/music equipment) Educational visits 	Ensures no student is constrained from accessing full curriculum and has suitable resources to reach highest levels. Increased participation of PP students attending extended academy activities	Include all student's participation in ECA's on SIMs record.
Supporting Enrichment <ul style="list-style-type: none"> Whole academy PP eligible specific 	Participation in wide range of enrichment activities for all students	Enrichment programme beginning w/c 18 th September 2017 Zero charge where possible for educational visits
Independent Advice and Guidance for Careers and Further/Higher Education <ul style="list-style-type: none"> Includes careers adviser, teacher in charge, Year Group programme and visits from and to HEIs and employers Interview Skills Day 	All students left to go on to further study, work or workplace learning. 1 NEET student IAG interviews for all KS4 students Post 16 institution Year 11 parents' evening enabling parents to seek advice and guidance.	Tracking students beyond Post 16 and monitor percentage of students who progress onto study A-level English, A-level Maths Purchase tracking programme for students post-16 and post-18
Back Office <ul style="list-style-type: none"> Business, Admin and Data support 	Further developing academy systems and information for analysis. Increased information available to senior leaders and governors. This leads to faster more efficient identification of need and focused resources.	SIMS development on tracking progress

GL Assessments

Progress Category	English		Maths	
	Year 7/8	Year 8/9	Year 7/8	Year 8/9
Much higher than expected	10	9	21	43
Higher than expected	31	16	37	33
Expected	78	119	70	69
Lower than expected	14	25	18	25
Much lower than expected	3	7	4	3
Total Number of students	136	176	150	173

Results from GL Progress Tests completed in Summer 2017. For further information see KS3 RAP documentation.

Year 7 Catch Up Funding Allocation in 2016-2017 £28,197	
	Impact
<p>Objectives</p> <ul style="list-style-type: none"> • To support the progress of 34 identified students in English • 10 in Maths • 30 students in both <p>(Numbers reflect students with KS2 data only)</p> <p>Summary of spending and Actions taken</p> <ul style="list-style-type: none"> • Transition School • SHINE Saturday School • Literacy/Numeracy Support groups • Additional Sets in core subjects (reduced class size) <p>Methods used to assess the effect of spending on attainment</p> <p>Use of Year 7 progress monitoring 2016-2017</p> <p>STAR Reading Test (NFER)</p>	<p>In English 72% (46/64) on roll at AP3 reached a 2= (level 4 equivalency)</p> <p>Cohort made on average 7.2 months reading gain through Accelerated Reader in 16-17 (10.06 months gain: whole year cohort)</p> <p>56% (36/64) as at AP3 met or exceeded their EOY MGT (FFT 5) in English (56% of those with both a MTG and AP3 current grade met or exceeded their MTG: whole year cohort)</p> <p>Maths data was adjusted during the academic year to show attainment in given topics rather than a holistic grade.</p> <p>40% (16/40) made progress between AP2 and AP3 in Maths</p> <p>Only one student met or exceeded their EOY MTG (FFT 5) in Maths (30% of those with both a MTG and AP3 current grade met or exceeded their MTG: whole year cohort)</p>
Allocation in 2017-2018 £29,436	
<p>Objectives</p> <ul style="list-style-type: none"> • To support the progress of 47 identified students in English • 42 in Maths • 28 students in both 	<p>Monitoring is on-going to measure impact across the academic year</p>

<p>(Students currently on roll and with KS2 data)</p> <p>Summary of spending and Actions taken</p> <ul style="list-style-type: none"> • Transition School • SHINE Saturday School • Literacy/Numeracy Support groups • Additional Sets in core subjects (reduced class size) • AAC role in Year 7 <p>Methods used to assess the effect of spending on attainment</p> <p>Use of Year 7 progress monitoring 2017-2018</p> <p>STAR Reading Test (NFER)</p>	
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For detailed analysis – see ‘Duke’s Pupil Premium Provision Evaluation booklet 2016/2017
The following key will be used to measure the impact 2016/2017
(from EEF Toolkit <http://educationendowmentfoundation.org.uk/toolkit/>)

8 MONTHS IMPACT
6 MONTHS IMPACT
5 MONTHS IMPACT
4 MONTHS IMPACT
3 MONTHS IMPACT
2 MONTHS IMPACT

Strategy 2016-2017

We will continue:

- Improving the healthy life style of our young people including further measures to encourage regular and healthy nutrition during the academy day and healthy lifestyles
- Prioritising attainment and progress in the core areas of English and Maths
- Focusing on improving teaching and learning to outstanding prioritising areas of key weaknesses affecting attainment priorities and quality of effectively acting upon them
- Developing new initiatives to raise baseline attainment in literacy and numeracy at KS3, which is the launch pad for embedding higher levels of attainment at key stage 4 preparing students for their future.
- Further adapting the academy's curriculum in line with national expectations of less weight being given to vocational outcomes, and greater emphasis on linear testing and a breadth of "academic" subjects including humanities and languages to ensure our students continued success and progression.
- Increasing focus on the identification, differentiation and progression of learning for pupil premium students to raise their attainment.

Proposed Actions, Strategies and Interventions 2017 - 2018

Item	Resource Allocation	
Quality First Teaching Tailored teaching moving to prioritise the achievement of PP students, by smaller group sizes in some areas or doubled teacher ratio in the core subject and thorough planning and assessment	£	
Further Curriculum Support at Key Stage 3: building on the work done last year we are further tailoring our effective provision in 2015-16 with more specialised staffing and provision within the Inclusion team to drive this tailored curriculum, partnership teaching, SEAL groups etc 2016-2017?	£	40,292
Further Curriculum Support at Key Stage 4: continue the good practice in tailoring the KS4 curriculum to ensure that we achieve our Progress 8 target.	£	56,832
Pastoral Teams: To support the care support and guidance of students well in the academy through the effective deployment of skilled staff in the pastoral and guidance teams, internally and with external groups.	£	80,736
Literacy and Reading Boosters: To use a range of literacy and reading strategies to improve reading levels and literacy throughout the academy e.g. SHINE programme and Accelerated Boosters - buy in and train staff to develop the use of 'Books about Town' programme to monitor reading practice and comprehension. Further developing EAL department to tackle EAL barriers to learning i.e. Lilac course, literacy language and learning across the curriculum.	£	35,649
Small Group Tuition: building on the success of last year we will be extending the scope and coverage of small group tuition in English and Maths at both Key Stages. This will continue to focus on fine-tuned interventions to boost understanding and skills, and enhance levels of progress - so that students make at least good progress.	£	139,460
Peer Mentors: embedding the capacity of peer mentoring across Y9-11, developing to work with younger students, particularly in numeracy and literacy.	£	2,077

Post 16 Progression: Ensuring students have access to professional and relevant information and guidance (IAG) to prepare them well for their future	£	11,333
Interventions and boosters to target the Pupil Premium Cohort: ensuring students in the Pupil Premium cohort are targeted for support and boosters across the curriculum to raise their attainment in GCSE subjects making at least good progress.	£	26,993
Raising Aspiration and motivation: RAP meetings continue to develop curriculum enrichment activities as a means of developing social confidence and motivation amongst these disadvantaged groups. Including the use of external providers e.g. The Brilliant Club, Springboard programme, Linklaters, Reach Out, Aim Higher and access to Universities Comprehensive provision	£	37,977
Counselling and Mentoring service for students: Continue to use and develop these services to support focused intervention with the students to support their academic and social progress in academy i.e. Student Support Centre, Restorative Centre.	£	20,014
Embedding Parental Support: To provide parents with a variety of forums to become involved in and understand their child's learning. Meetings with specific groups of parents to remove barriers to learning i.e. Year 7 - 11 Parent Support Evenings.	£	16,780
Alternative curriculum in KS4: Continue to seek accredited alternative curriculum experiences and to develop links with high quality external providers for vocationally oriented courses where appropriate.	£	55,301
Enrichment: Free music and sports lessons are being offered to PP students who show a flair or passion for instrumental tuition	£	23,531
Total	£	546,975

Areas for Attention and Further Development	
Key Area	Lead Person
To establish a PP Contingency Fund (proposed 10% of resource allocation) to support developing strategies and enable implementation of interventions identified necessary during the year	BST

FOR MORE INFORMATION:

<http://www.ofsted.gov.uk/resources/pupil-premium-analysis-and-challenge-tools-for-schools>

The Pupil Premium – Next Steps – Sutton Trust and Education Endowment Foundation, July 2015

InformationForAllStaff → Academic Year 2017-2018 → Pupil Premium