

Bosworth Academy Pupil Premium Strategy 2016-17

1. Summary information					
School	Bosworth Academy				
Academic Year	2016-17	Total PP budget	£121,550	Date of most recent PP Review	N/A
Total number of pupils	1289	Number of pupils eligible for PP	130	Date for next internal review of this strategy	Sep 2017

2. Current attainment		
	Pupils eligible for PP 2015-16	Pupils not eligible for PP (national average) 2016 figures
Attainment 8	51.16	52.56
% achieving A*-C in English and Maths	81%	69%
Progress 8 score average	-0.06	0.12
English Progress/Attainment	+0.3/11.41	0.1/10.95
Maths Progress/Attainment	+0.1/10.28	0.1/10.39
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	High attaining PP students make less progress than other high attaining students across the whole school	
B.	Many PP students entering Year 10 (all Year 10 and 11 joined us at the beginning of KS4) need catch up in English, Maths and Science	
C.	Behaviour for learning issues for small number of PP students in year 11 preventing them achieving	
D.	PP students arrive in Year 7 with weak literacy and learning skills	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates for PP are below the target of 95% for all students which means that they fall behind. (86.3% across the Academy)	

E.	Evidence of a prevalence of fixed mindset in our PP students which leads to lack of aspirations and underachievement	
F.	Lack of access to a wide variety of experiences can limit understanding and access to the curriculum	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Higher attaining students across KS3/4 have increased level of progress	HA students are making as much progress as 'other students' identified as high achieving across the key stages.
B.	PP students catch up and match outcomes for other students nationally in GCSE especially in English, Maths and Science	PP students at BA do better than other students nationally in English, Maths and Science
C.	Behaviour for learning issues in Year 11 addressed	Improved progress for targeted students and fewer behaviour issues recorded for this group of students
D.	PP students in Year 7 and 8 develop literacy and learning skills	Students eligible for PP make more progress by the end of the year than other pupils so that at least 50% reach their aspirational target.
E.	Increased attendance for PP	Attendance of PP students increases to 95% in line with other students
F.	Increased prevalence of a growth mindset in PP students	Number of PP students choosing A levels at Post 16
G.	Increased exposure to /participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum.	All Pupil Premium students take part in at least one educational visit and one extra-curricular club

5. Planned expenditure

Academic year

2016-17

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?
Excellent Teaching and Learning for all	Continue to develop teaching and learning so that the Academy's aim of "Nothing less than Good" is a reality in all lessons.	EEF toolkit and Sir John Dunford make clear that the most important factor in raising achievement for all students is the quality of Teaching and Learning. The Sutton trust states: <i>'For PP students the difference between a good teacher and a bad teacher is a whole year's learning.'</i>	On-going CPD Observation cycle Excellence Continuum Collaboration Peer observation Use of IRIS Role of Lead Practitioners	DCL	Observation Cycle: November 2016/March 2017/July 2017
High quality, regular feedback	Continued programme of training to ensure that all students are given high quality feedback that they respond to. Teachers to target PP students for extra feedback.	EEF Toolkit some research suggested: <i>'an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.'</i>	On-going CPD Regular monitoring through observation and work scrutiny	SOM	Jan 2017

<p>Improving Progress of HA PP students</p>	<p>Pupil Premium HIPE Mentoring, Brilliant Club, Identification for whole ACE challenges/objectives ,University visits and raising aspirations. Targeted whole school intervention.</p>	<p>78% of Hipe Mentored students achieved a positive VA score in 2016 GCSE. We have made it a requirement to involve at least 50% pupil premium students. It is a requirement of the Brilliant Club Scholars programme that 50% of students involved are Pupil Premium students. Identification of HIPE PP students is shared with all staff which they then select to be involved with with ACE objectives and challenges. Cambridge university visits to raise aspirations take place each year for all year groups to raise aspirations. PP students travel & food costs are covered.</p>	<ul style="list-style-type: none"> - Mentor reviews with students following each tracking session. - Selection of the Brilliant Club Cohort will encourage application from top performing PP students. - Identification of students to be carried out and published after 1st tracking session. - University visits PP uptake will be reviewed once letters collected. 	<p>RMO and IMU</p>	<p>Tracking and Final outcomes November 2016/March 2017/July 2017</p>
<p>Improve Year 7 literacy through the use of accelerated reader</p>	<p>A tool for English teachers to monitor and track reading age and progress across year 7 and 8.</p>	<p>The aim is to make sure that all pupils are reading to improve their literacy levels. The use of this enable us to track a pupils reading log and their progress.</p>	<p>Training of tutors and English teachers Embed private reading time into Hums/English and tutor time Monitor tests taken by pupils Build in a rewards policy Include parents Build in reading challenges Ensure library has a good range of books for different interests</p>	<p>SBL</p>	<p>Dec 2016</p>

Develop Learning skills through XP learning and Achievers	All students in Year 7/8/9 take part in 3 XP learning weeks over the year and all teachers deliver at least one XP learning activity with their 'normal classes'. Learning skills are promoted through the 'Achievers' ethos.	Aim of XP learning is to develop learning skills and encourage students to reflect on the way that they learn and improve these skills. The Sutton Trust states: 'Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress.	DCL and XP learning group will monitor and evaluate Develop a way of measuring the development of skills	DCL	Jan 2017
Total budgeted cost					£36,201
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?
PP students have quality personalised support in all subjects and all year groups.	Heads of Faculty, Heads of Year, Teachers and Tutors make PP a priority and analyse their performance and design personalised interventions.	John Dunford speaks about the need for 'Forensic Personalisation'. This is especially true for PP students. Middle Leaders, Teachers, Tutors and Behaviour and attendance support need to work together to ensure that the individual needs of each PP student are met.	Deputy and PP Champion will oversee this. Tracking analysis meetings for Post 16/KS4/KS3 with Faculty representatives after each Tracking. PP Champion will work with HOY after tracking.	Deputy/PP Champion/Heads of Year/Teachers/Tutors	Mid Year January 2017 then July 2017.

Behaviour for learning issues in Year 11 addressed	Use of SLT mentoring Report cards Close monitoring of progress Regular feedback for targeted students	The EEF toolkit finds mentoring less effective than many other interventions. Our own evidence from 2015-16 would suggest that our mentoring system has considerable impact and so we will continue to use it.	Deputy will ensure that it is a standing agenda on every SLT meeting. Parents' evenings will take place on 4 th October and 16 th January. SLT will meet regularly with students especially PP students they are assigned to. Progress will be monitored regularly.	Deputy	January 2017/April 2017/August 2017
Raise performance of Year 11 students in English, Maths and Science	Provide students with 1:1 tuition to boost performance	EEF toolkit states that the: <i>'evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.'</i>	English/Maths/Science will organise who is given tuition based on 'most need'. PP students will be given priority. Because of the entry point to the Academy at Year 10 – most tuition will be in Year 11, however in two year's time when all students have been at BA from Year 7 1:1 will be focused where it is most needed across the year groups not just year 11.	Head of Maths/English and Science.	Review in Jan 2017 after Trial exams in December

Use Peer tutoring to raise performance for Year 11 in a variety of subjects	Provide students with 1:1 tuition with Year 12 and 13 students in a variety of subjects.	EEF toolkit states that: <i>'Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.'</i>	The Maths department have a very successful programme of Peer Tutoring. MFL and Humanities also used it last year. Maths will deliver a summary of how they used it last year at an ELT Meeting and then all Faculties will decide how they can best implement it to raise performance in their subjects.	Deputy with Head of Faculties	Review in Jan 2017 and August 2017
Total budgeted cost					£66,141
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?
Increase Attendance Rates	Support for paying for school bus Attendance Manager focuses on PP students to contact on first day of absence Meetings with PP parents and students who have low attendance	The support ensures that they are able to get to school The NFER briefing on raising performance of PP students states: <i>'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.'</i>	Deputy and PP Champion will work with Attendance Manager and Heads of Year to ensure that systems are in place. Tutors to monitor PP students' attendance closely and liaise with attendance manager over any concerns	Deputy/PP Champion/ Attendance Manager	Jan 2017
Challenge fixed Mind sets and raise aspirations	Promote message of growth mind set and aspiration through	Little research has been done in the UK to establish the success of this approach. However a	Assemblies for all at the beginning of the year.	PP Champion and Heads of Year	Mid year review Jan 2017 and July 2017.

	assemblies, speakers and regular reference to the Academy strapline: 'Be better than you thought you could be' to promote aspiration and growth mindset.	Stanford University study of students in Chile showed: ' <i>Growth mind set tempers the effects of poverty on academic achievement.</i> '	Raise aspirations specifically for year 11 through 'Raising Achievement Assemblies', 'Maximising Potential' Talks Variety of Careers events for all years University visits etc.		
All PP students have access to wide variety of experiences	Use PP money to subsidise educational visits and residential experiences. Encourage PP students to take part in extra-curricular activities. Some activities will be organised to specifically provide PP students with new experiences.	There hasn't been research done on all types of educational visits however the EEF toolkit does consider Outdoor education visits and states: ' <i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.</i> ' Our own evidence suggests that students taking part in visits and extra-curricular activities improves their learning skills and also increases their motivation to in school.	Deputy will decide on level of subsidy on visits and a central spreadsheet will be kept to monitor student access	Deputy and PP Champion will work with Main Office to monitor who has received subsidies etc	Mid year review Jan 2017 and July 2017
All PP students have the resources needed to succeed.	Use PP money to provide resources necessary for success eg Revision Guides, calculators, Art equipment, PE Kit etc.	PP students in previous years have made clear how important it is that they are given resources to enable them to achieve.	PP Champion will work with Main Office to monitor this to ensure that all students have access to the resources they need.	PP Champion	On-going. Spreadsheet of resources allocated will be checked half termly.
Increased motivation for Year 11 in lead up to the exams	Students will be informed of a reward scheme in the lead up to their exams to motivate them.	This was introduced last year because in 2014-15 many of our PP students failed to increase their work rate in the lead up to the exams. From talking to 2015-16 cohort it was obvious that this	Deputy and PP Champion will meet all Year 11 PP students after WAG 4 and explain the reward scheme. Rewards to be allocated after results day in August.	Deputy and PP Champion to oversee	August 2017

		provided considerable motivation in the lead up to the exams.			
Total budgeted cost					£21,181

6. Review of 2015-16

The data at the top of the document shows that the strategies we used to raise the performance of PP students were effective especially in terms of attainment but also progress. Gaps between PP students at BA and non PP students nationally were minimal and in quite a number of areas the PP students at BA gained better outcomes than non PP students nationally. Therefore we will continue to use the strategies we used as they clearly were effective and provided good value for money. The next two years will be the last ones where students have entered the Academy at Year 10 so we will need to continue to have a strong focus on KS4 performance to ensure that they have the best life chances. However we will also focus on intervening with PP students further down the school so there will be less need for intervention when they reach Year 10 and 11.

Previous Academic Year

2015-16

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To develop Teaching and Learning so that outcomes are at least good.	Consistent focus on every grade and every student counts. Increased personalisation of approach by all teachers and in-class intervention.	Overall outcomes in Year 11 were outstanding for all students and for PP students as well. (see SEF) All subjects performed well and overall Progress 8 score of +0.32. One area to continue to develop is the performance of the Higher Ability students.	This will continue to be a main focus for this year. High quality teaching and learning will have the biggest impact on outcomes for all students in the school especially PP students.
Improve Year 7 Literacy	Use Accelerated Reader to improve literacy skills	Does AR data show that accelerated reader scheme is having an impact. Are PP students progressing, how this compares to all students.	Evolving our approach, AR scheme in place but improvements in literacy/reading skills not currently measured. Aim to for 2016/17. Evaluate impact of reading strategy (KBA/RMO/SBL)

ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To raise attainment of Year 11 PP students after poor set of results for PP students in 2014-15.	Close monitoring of students and SLT mentoring	Very successful – in terms of Attainment 8 and A*-C in English and Maths the students outperformed National other students by a considerable distance.	We will continue the practise of close monitoring and support through SLT mentoring because of its success.
Raise performance of Year 11 PP	Use 1:1, tuition and peer tutoring to raise performance	Again high results show the effectiveness of this strategy.	These strategies were clearly effective and we will continue to use them this year to ensure that all Year 11 students gain the best possible outcomes.
Increase motivation and BFL of group of Year 8 PP students.	A short course of after school sessions to try new skills and experiences. A day outdoor adventure experience	Impact of after school sessions was low because students didn't buy into the sessions as hoped The day at Leicester Outdoor Pursuits Centre was very positive and achieved the aim of challenging students and 'pushing them out of their comfort zone'	For after school sessions to be successful we need to target a larger group and provide transport so that they can get home easily. It would be good to run another visit for Year 8 but need to work more on the follow up to increase impact.
iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>Increase Attendance Rates</p>	<p>Support for paying for school bus Attendance Manager focuses on PP students to contact on first day of absence Meetings with PP parents and students who have low attendance</p>	<p>The policy was successful for many PP students, however we still need to work on this area as PP attendance is still lower than other students and below what we know it needs to be.</p>	<p>We need to ensure that all teachers are focused on this area and so this year it will be a tutor responsibility to refer PP students who are absent to the attendance manager immediately. Also there will be an onus on class teachers to refer absences to the attendance manager. If we get this right we will continue to raise attendance for all students whether PP or not.</p>
<p>All PP students have a member of staff who support them both academically and in other areas.</p>	<p>Mentoring for all PP students</p>	<p>The plan for this was good, however the lack of time to meet with PP students and carry out proper mentoring meant that it did not work as well as hoped.</p>	<p>Mentoring for all students is unlikely to work because of the number of students involved especially as our numbers increase. A better solution is that all Tutors focus on their PP students first (there is approximately 5 per Tutor Group). This will involve making contact with the Attendance Manager on the first day of absence, talking to them first about Tracking, monitoring their behaviour carefully and being aware of any social and emotional issues.</p>
<p>Year 11 PP increased focus and work rate in run up to GCSE</p>	<p>Rewards for Year 11 based on improvement from Tracking 4.</p>	<p>Impact high – nearly all students improved at least one grade and many more than one grade. Students spoke about feeling motivated by the rewards.</p>	<p>We will use this again this year as it achieved the desired outcomes. Many of our non-PP students are offered rewards by their parents if they achieve well in their GCSE and it was good to be able to offer a similar reward to those who would not be getting it from their parents.</p>

