



DUKE'S

ALDRIDGE ACADEMY

DISADVANTAGED STUDENTS REPORT AND ACTION PLAN 2018-2019

OUR RATIONALE

At Duke's Aldridge Academy, we have high aspirations and ambitions for all our students. All staff recognise that being disadvantaged must not be seen as any barrier to success. We believe that no child should be left behind. We are proud of our improving academic standards at our academy. We are determined to ensure that all our students are given every chance to realise their full potential through a programme of support delivered through and beyond the timetabled curriculum. The Pupil Premium Grant is welcomed to help the academy achieve this aim. The Academy intends to continue to narrow the achievement gap between our disadvantaged students and other students - and to now, importantly, address the difference in attainment. Our rationale is informed by our own evaluative practice. As such, our allocation of the Pupil Premium grant is based on the evidence that students from socially disadvantaged backgrounds:

- benefit from enhanced access to opportunities for problem solving and developing creativity;
- achieve more as a result of effective, personalised feedback both in written and spoken form;
- benefit from smaller group size;
- need to develop mentoring programmes that develop confidence and positive character values
- achieve and attain as a result of personalised support rather than generalised strategy;
- take up enhanced provision, make progress and succeed when they are included, rather than explicitly identified as a group receiving support apart from their peers.

Key Priorities	What are the expected outcomes?
<ol style="list-style-type: none">1. The Academy is on a journey to be an "Outstanding Academy" – our missions statement "Inspire to Excel" creates a positive culture in which everyone can reach their full potential2. 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">1. Access to a broad and balanced curriculum that supports the engagement and achievement of disadvantaged students2. Improved rates of at least good progress3. Raised levels of attainment that represent good and progress from their starting points4. Increase levels of participation in the enrichment and extended curriculum5. Every disadvantaged student at the end of Year 11 to progress into education, employment or training,

Number of pupils and pupil premium grant (PPG) received 2017-2018		
	2018/2019	2019/2020
Total number of students on roll Secondary	1026	1053
Total number of students eligible for PPG	489	496
Amount of PPG received per student (secondary)	£935	£935
Total amount of PPG received	£474,513	£499,000

2018-19			
Year	Whole Academy	PP Students	Percentage PP Students
7	198	87	44
8	209	92	44
9	201	86	43
10	216	118	55
11	202	106	52
Total	1026	489	48

2019-20			
Year	Whole Academy	PP Students	Percentage PP Students
7	214	102	47.7
8	204	101	49.5
9	210	98	46.7
10	206	86	41.7
11	219	118	53.9
Total	1053	496	48.0

Year Group	What we spent funding on during the academic year 2018-2019 and we'll spend it on in 2019-2020 for eligible PPG students in Years 7 - 11
KS3	<ul style="list-style-type: none"> • Full time dedicated literacy support to enable all students to access the curriculum, 1:1 and small groups • Full time staffing to provide additional numeracy intervention across KS3 • Employed non teaching pastoral staff to ensure swift communication with families, with a focus on disadvantaged student's attendance and progress • Deliver language support for students for who English is not their first language, to accelerate their acquisition of English • Ensure all students are able to access resources and opportunities, including funding trips and experiences for students • A vast range of extra-curricular educational visits and activities (, Subsidised Music Tuition Classes,) • Support from large pastoral team, including tutors and co-tutors, Achievement Coordinators, Assistant Achievement Coordinators, Pastoral Assistants and Attendance Officer. School Counsellor • Community Education programme – Police Cadets and Lift • Links with the private sector i.e. Linklaters • Monitoring inclusion of FSM in enrichment and extension programme • Monitoring and evaluation of disadvantaged students' progress, attainment and well-being i.e. KS3 Raising Attainment of Pupils (RAP) meetings and Student Support Weekly Panel Meetings(SSP) • Reading schemes, such as 'Accelerated Reader', have been used to improve reading ages for targeted students. • Introduction of English and Maths Mastery • Smaller classes to support personalised learning and intervention
KS4	<ul style="list-style-type: none"> • Provide extra support for English and Maths at KS4, including booster classes and targeted intervention, ensuring all disadvantaged students have relevant resources including revision guides and all examination texts • Additional staff employed to facilitate smaller classes in English and Maths • Employed non teaching pastoral staff to ensure swift communication with families, with a focus on disadvantaged student's attendance and progress • Provision of EAL option group for who English is not their first language, to accelerate their option subjects • Ensure all students are able to access resources and opportunities, including funding trips and experiences for students • A vast range of extra-curricular educational visits and activities (Duke of Edinburgh) • Support from large pastoral team, including tutors and co-tutors, Achievement Coordinators, Assistant Achievement Coordinators, Pastoral Assistants and Attendance Officer. School Counsellor • Community Education programme – Kicks' Programme • Links with the private sector through mentoring programmes i.e. Guild of Entrepreneurs, ARUP, BT, Hoare-lee, Civil Service, Prince's Trust, Independent Schools via Springboard Programme • Monitoring inclusion of FSM in enrichment and extension programme • Monitoring and evaluation of disadvantaged students' progress,

	<p>attainment and well-being i.e. KS4 Raising Attainment of Pupils (RAP) meetings and Student Support Weekly Panel Meetings(SSP)</p> <ul style="list-style-type: none"> • Holiday and weekend revision sessions in Key Stage 4. • Financial support for Spain and Italy educational visit
II	<ul style="list-style-type: none"> • Aspiration and Challenge Programmes – Hit My Target, Springboard Scholarship, • Catch-up clubs and other teaching outside of class (Period 6 Timetable, Half Term and Easter Revision School) • ‘Performance Learning ’ programme for targeted year II students • Academic mentoring / further one-to-one tutorials
Whole School	<ul style="list-style-type: none"> • Supportive intervention, including: <ul style="list-style-type: none"> ○ progress interviews following data collection points ○ progress interviews: what are the student’s needs and how are we meeting them? ○ subject specific strategies – ‘closing the gap’ ○ 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 • Quality first teaching • 1:1 Interviews at key transition points (Year 8 to Year 11) to support future pathways • Personalise the timetable to ensure that each student follows an appropriate curriculum • Provision of texts books and Chromebook for LAC students • Enrichment opportunities across KS3 and KS4 supported by PPG for disadvantaged students (Theatre visits, Year 7 Lile Trip, Drama production) • Rigorous reporting of data across the key stage at each interim point, underachievement of groups is identified and different personalised strategies are implemented through the satellite structure. Focused on MAT disadvantaged students and increasing the number of level 7s achieved. In this group the average number of Level 7s achieved was 3 but 50% achieved 5 or more. • Breakfast club • Homework clubs – twilight and Saturday mornings • University Day • Home Learning Club • Sports Clubs • Free music lessons for PPG • Brilliant club • School Visits

How do we measure impact:

- Systematic use of data to monitor the progress of students including tracking student participation in extra curricular activities
- Leadership and management structure ensures continual monitoring and review of initiative and procedures
- Regular consultation with all stakeholders, including students and parents/carers, to consider all viewpoints, to allow suggestions for collaboration review of practice

What has the impact been:

- Disadvantaged students made good progress in 2019 achieving a Progress 8 score that matched the overall cohort score.
- Across all performance measures there is normally no 'gap' between our disadvantaged students and non-disadvantaged students. For example, in 2019 Achievement 8 for pupil premium pupils was slightly higher than for the whole cohort and also those pupil premium students attaining both English and Maths at grades 5 and above was 1% higher than for the whole cohort.
- Hit My Target Cohort 2019 – 40% of the cohort made good progress and attainment.
- The attendance of disadvantaged students was in line with non-disadvantaged students.
- The exclusion rate of disadvantaged students was in line with non-disadvantaged students
- Student voice is extremely positive about the support and opportunities they receive within the school. Parental feedback after Curriculum Evenings and Parents Evenings is also positive.
- 97% of students eligible for the pupil premium go on to a sustained education or employment/training destination. This is higher than the National Average of 85%
- The school supports students eligible for the pupil premium to engage in extra-curricular Music and Sports clubs.

Costings for Strategies 2018/2019

Proposed Actions, Strategies and Interventions 2018 - 2019	
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	£40,735
Further Curriculum Support at Key Stage 3: building on the work done last year we are further tailoring our SEND and EAL provision in 2018-19 with more specialised staffing and provision within the Differentiation team to drive the curriculum.	£40,735
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.	£169,895
Pastoral Teams: To continue to invest in the care, support and guidance of students in the academy through the effective deployment of skilled staff in the pastoral and guidance teams, internally and with external groups.	£1,000

Literacy and Reading Boosters: To use a range of literacy and reading strategies to improve reading levels and literacy throughout the academy e.g. Accelerated Boosters.	£49,400
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.	£100,505
Peer Mentors: embedding the capacity of peer mentoring across Y9-11, developing to work with younger students, particularly in numeracy and literacy.	£3,100
Post 16 Progression: Ensuring students have access to professional and relevant information and guidance (IAG) to prepare them well for their future	£10,000
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.	£10,000
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. Springboard programme, Linklaters, Hit My Target programme, Aim Higher and access to Universities Comprehensive provision	£5,000
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 the academy.	£47,630
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 and Learning Review Days	£1,000
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.	£10,000
Enrichment: Free music and sports lessons are being offered to PP students who show a flair or passion for instrumental tuition	£10,000
Total	£499,000(apprx)

**Year 7 Catch Up Funding
Allocation in 2018-2019 £29,901**

Objectives:

- To support the progress of 77 identified students in English
- 65 in Maths
- 48 students in both

Summary of spending and Actions taken

- Literacy/Numeracy Support groups
- Additional Sets in core subjects (reduced class size)
- Involvement in AR for whole cohort
- Targeted reading intervention for selected pupils
- AAC role in Year 7

Methods used to assess the effect of spending on attainment

- Use of Year 7 progress monitoring 2018-2019
- STAR Reading Test (NFER)

Impact:

English (Reading)

Cohort	EOY 7 Grade (Mean)	VA +/- MTG (Mean)
Whole Cohort Year 7	1.86	0.55
Lower attainers	1.37	0.47
Catch Up Cohort	1.63	0.51

English (Writing)

Cohort	EOY 7 Grade (Mean)	VA +/- MTG (Mean)
Whole Cohort Year 7	1.86	0.64
Lower attainers	1.40	0.59
Catch Up Cohort	1.65	0.63

Accelerated Reader: STAR Reading Test (NFER)

Cohort	Months Growth (Sept – Jul)
Whole Cohort Year 7	+11
Lower attainers	+11
Catch Up Cohort	+8

Maths

Cohort	EOY 7 Grade (Mean)	VA +/- MTG (Mean)
Whole Cohort Year 7	0.96	-0.2
Lower attainers	0.36	-0.4
Catch Up Cohort	0.42	-0.4

Year 7 Catch Up Funding 2019-2020

Cohort information for 2019-2020

Objectives:

- To support the progress of 95 identified students in English
- 68 in Maths
- 59 students in both

Summary of spending and Actions taken

- Nine sets across English timetable including targeted groupings as appropriate
- Nine sets in Maths
- Introduction of Mastery Curriculum: Foundation and Traditional pathways followed for all appropriate groups
- All students involved in Accelerated Reader programme
- Intervention groups timetabled in place of MFL: Literacy and Literacy and Maths– 2 lessons a week, 4 across the two week timetable
- Literacy intervention following Hackney Literacy Trust Programme
- Maths intervention following 'Step by Step' linked with Mastery curriculum
- Involvement in AR for whole cohort
- Targeted reading intervention for selected pupils
- AAC role in Year 7

Methods used to assess the effect of spending on attainment

- Use of Year 7 progress monitoring 2019-2020
- NRGT Tests
- STAR Reading Test (NFER)
- Progress Tests

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	MDU/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.	MDU
Monitoring and tracking by Governors through Principal's half termly report	MDU
Teaching and Learning leader monitoring the quality of teaching for disadvantaged students	VWE/NME