

Pupil Premium strategy statement: Emerson Park Academy. 2016-17

Summary information					
School	Emerson Park Academy				
Academic year	2016-17	Total PP budget	TBC	Date of most recent PP review	02/2016
Total number of Pupils	960	Number of pupils eligible for PP	194	Date for next internal review	02/2016

	Gap 2014	Gap 2015	Outcome 2016 PP students.	Outcome 2016 non- PP students.	School Gap 2016	National Average for PP students	School vs National Gap
% 5 A*-C including English & Maths	-37	-34	37.14	60.39	-23.25	36	+1.14
% Expected progress in English	-39	-39	75.76	80.43	-4.67	58	+17.76
% Expected progress in Maths	-29	-41	39.39	65.22	-25.83	48	-8.61
Progress 8 score			-0.65	-0.46	-0.19		
Attainment 8 score			42.48	48.16	5.68	40	+2.48
% Attaining English Bacculaureate	-6	-10	8.57	20.78	-12.21	11	-2.43
% Attaining A*-C grades in E&M			40	62.99	-22.99	38	+2

Key stage 3: Average residual score for EBACC subjects. 2015-16				
Year	PP Pupils	Non PP pupils	Gap	2015 Gap
7	-0.61	-0.41	-0.2	No data
8	-1.18	-0.77	-0.41	-0.14
9	-0.89	-1.25	+0.36	+0.02

Overall Attendance 2015-16 (%)			
School:	95.2	PP:	92.9
		Non-PP:	95.69

Current Profile of Disadvantaged students at Emerson Park Academy (%) 2016-17														
Year 7 53 students			Year 8 31 students			Year 9 40 students			Year 10 34 students			Year 11 36 students		
High %	Mid %	Low %	High %	Mid %	Low %	High %	Mid %	Low %	High %	Mid %	Low %	High %	Mid %	Low %
16	54.5	29.5	51	46	3	47.5	45	7.5	24.5	50	25.5	34	47	19

Barriers to future attainment for disadvantaged students	
In-school Barriers	
A	High attaining disadvantaged students such as those in the current 8&9 year groups are underperforming compared to the rest of the school.
B	Although the progress gap has been significantly reduced from last year, the in house gap still remains.
C	Fewer disadvantaged students are attaining the EBACC than others both nationally and in school.
D	Academic and Behavioural performance is worse for White British Disadvantaged boys than the rest of the school.
E	Disadvantaged pupils are performing poorly in Maths and Science
External Barriers	
F	Disadvantaged students are still attending less than the rest of the school.

Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
A	High attaining disadvantaged student's progress as much as the rest of the school.	40% of high attaining disadvantaged students will exceed their expected target level and 80% will meet their expected target levels.
B	The in house gap to close completely. This will	Progress score to be +0.05 at the end of 2016-17 year. This

	allow the group to surpass the National performance figures.	would create a + 0.45 improvement from the previous year.
C	More disadvantaged students are attaining EBACC.	Bring the amount of students completing the EBACC successfully up to national levels.
D	White British boys to perform as well as the rest of the school.	White British boys will have comparable results to the rest of the school. There should be no performance gap between the groups.
E	Increased performance in Maths for Disadvantaged students	40% of disadvantaged students will exceed their expected target level and 80% will meet their expected target levels.
F	Increased attendance rates for Pupils eligible for PP	Disadvantaged students to come in line with the rest of the school at above 95%.

Planned Expenditure					
Academic year		2016-17			
Targeted support					
Desired outcome	Chosen action/approach	Evidence/Rationale for choice	How will it be implemented well?	Staff lead	Review date
ABCDEF	Key staff to implement the plan for disadvantaged students during the academic year.	Clear feedback from work carried out within the school showing improvements within the disadvantaged student's academic and personal achievements.	Pupil Premium coordinator, admin support used, Head of House's, councillor services and learning support intervention officers to be facilitated.	Senior link Pupil Premium.	02/17

Desired outcome	Chosen action/approach	Evidence/Rationale for choice	How will it be implemented well?	Staff lead	Review date
A	Improve the aspirations of the high attaining students. To improve their cultural capital.	Many reports suggest that the cultural capital of students who are disadvantaged is less than their peers. IT is important to change this as this gives students higher aspirations.	Co-ordination with the most able co-ordinator, making sure that more able disadvantaged students were being given every opportunity to improve their aspirational targets.	PP co-ordinator. More Able co-ordinator.	02/17
A, B, C, D, E, F	Give all disadvantaged students a clear focus at school by using careers and career education to influence decisions at school.	Pedagogy has suggested that the use of direction within young people's life is an important way to focus students when studying.	Using the careers co-ordinator at school and the services offered by the borough, interview and guide all disadvantaged students to think about the route they will plot through school, to college and finally into the working world. Students will plan their career path to aim high. This will be used to create the backbone for the reason why they are at school.	PP co-ordinator. Careers Co-ordinator. Prospects.	02/17
A, B, C, D, E, F	Buy Go4schools behavioural add-on to allow a joined up view of academic performance and behaviour	The academy struggles with a disjointed view of students progress at school.	Use one simple teacher friendly system that allows staff and parents to see the how behaviour can affect academic performance. Most staff are happy using GO4schools.	SLT, Behavioural manager, PP co-ordinator.	05/17

A, B, C, D, E, F	Individual year group heads employed through the PP budget to oversee the academic performance of PP students at the academy	The Academy struggles to oversee the academic performance of groups. Information is collected, faculty heads work in their own areas, Head of Houses work on pastoral issues and the data team work on identifying groups. This information is not put together well and therefore groups are missed along the way.	Teaching heads of year would be able to use their knowledge of academic data to put join up the intervention that's required for the progress of all groups in at the academy.	PP co-ordinator. New academic Heads of Year.	06/17
Desired outcome	Chosen action/approach	Evidence/Rationale for choice	How will it be implemented well?	Staff lead	Review date
A, B, C, D, E, F	The use of performance management targets to produce champions in each faculty. This is used to ensure that individual PP students are being focused on in each faculty.	Using PM targets has been used in studies showing varied success. The use of this approach within the academy will allow the PP co-ordinator to discuss approaches and plans with a smaller group. This allows the group to touch base regularly.	When performance management targets are set each faculty will decide on a more senior member of staff to take on the target for the academic performance of the PP group within their faculty. The PP co-ordinator and the champions will meet to discuss strategies/successes and failures.	PP co-ordinator, HOF's, PP champions.	04/17
B, D & E.	Focused	Splitting the Pupil	Identifying small groups of	PP Co-	02/17

	intervention groups for key year groups.	Premium groups into smaller groups allows the management of intervention to be manageable and therefore sustainable.	disadvantaged students, including white British boys, to work closely with HOH's, New HOY's and other professionals to discuss and monitor progress, using academic monitoring and regular meeting time. Observations of students to help write individual plans for students could also be used.	ordinator, HOY's, HOF's, HOH's, Counsellor.	
E	Maths intervention that is focused and measurable. Effective interventions that can be measured with suitable outcomes tailored to students needs.	Maths requires affective intervention that shows improvement from last year. Intervention has historically been loose with a lack of focus and measurable outcomes. Some good practice is seen and so it is important to show the results of this good work.	HOF Maths and PP Co-ordinator to discuss the available provision that can be used within the faculty. Provision will then be discussed in terms of outcome and cost. Students will be identified to use the intervention provided.	HOF Maths, PP co-ordinator.	02/17
Desired outcome	Chosen action/approach	Evidence/Rationale for choice	How will it be implemented well?	Staff lead	Review date
E	Science intervention that is focused and measurable. Effective interventions that	Science requires affective intervention that shows improvement from last year. Intervention has	HOF Science and PP Co-ordinator to discuss the available provision that can be used within the faculty. Provision will then be discussed	HOF Science, PP co-ordinator.	02/17

	can be measured with suitable outcomes tailored to students needs.	historically been loose with a lack of focus and measurable outcomes. Some good practice is seen and so it is important to show the results of this good work.	in terms of outcome and cost. Students will be identified to use the intervention provided.		
A,B,D & E	One to one tuition. Home tuition. To allow disadvantaged students to access facilities that non disadvantaged students can gain access to. To allow the homes of disadvantaged students to become a place where leaning happens.	Government report states the benefits of home school tuition and small group tuition at home.	Use external and internal tutors to tutor subjects that students are finding difficult to access. Intervention in school as well as at home are arranged and supplied by the school and outside agencies. This allows students homes to become a place of study as well as allowing students to gain a positive outlook to intervention.	PP Co-ordinator. One to one and small group tutors. Outside tutor agencies.	02/17
F	Attendance service that allows disadvantaged students to be contacted in the morning and arranged transport to break barriers to	Case studies have suggested that taking away students barriers to attending will allow students to attend on a more regular basis. Including the provision of pick up services and	System in place to allow members of staff to contact poor attenders and students with punctuality issues early in the morning. Service in place to collect students and bring them into school if necessary. i.e taxi's or school van.	Head of Attendance HOH's, PP co-ordinator.	02/17

	coming to school.	wake up calls.			
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Review of Expenditure				
Previous Academic year		2015-16		
Support network for the Pupil Premium students:				
Desired Outcome	Chosen action/approach	Estimated impact. Did it meet the success criteria?	Lessons Learned	Cost
1, 2, 4, 5	Pupil Premium coordinator	<p>Attainment gap at all key stages continues to narrow/close</p> <p>Interventions in place, reviewed and monitored for effectiveness.</p> <p>Improvements were seen in year 9 10 & 11. Partly met.</p>	The role was taken late on in the year. Not all outcomes were achieved because of this. Financial turmoil involving the support staff structure also created difficulties. The role must be set from the start of the academic year with clear points to focus on.	£12,913
1,2,3,4,5	Admin support for Pupil Premium	<p>A useable system where the constant collection of data is used to aid the reporting and evidencing of any interventions that are put in place.</p> <p>Systems have been fully put in place and a team that is devoted to Disadvantaged children has been created.</p>	Support staff have allowed the smooth transmission of routines that allow the recording of impacts easier.	£8118
1, 2	Pupil Premium	Immediate pro- active	The approach was suggested	£9000

	champions working in each faculty.	<p>focus on PP students' needs</p> <p>In faculty discussions to raise awareness amongst the teachers as to who the PP students are and to encourage feedback so that academic or pastoral help can be implemented</p> <p>Not met as it was implemented too late in the year.</p>	late in the year and therefore missed last year performance management targets. They will be part of this year's performance management targets.	
	Year 11 bursary scheme	<p>When pupils leave Emerson Park, their funding stops. This makes transition to Further Education hard. As part of the Emerson Park promise, we hope to support pupils in this transition using money allocated to them by the Pupil Premium. This is linked to achievement in exams and engagement with a mentor who sets a challenging list of criteria that must be met to access the full allocation. It is unclear if the Bursary had any affect with the students.</p>	<p>Although many students gained some of the Bursary award. It was generally felt that the Bursary was not the driving force for students to perform better. IT was generally felt that those who gained the award were likely to gain the necessary grades due to personal drive. This will not be carried on next year.</p>	£15,000
	One to One tuition	Assessment data indicates	Waiting for a response to	£15,000

		<p>improvement in key areas/subjects</p> <p>Gap between PP pupils and their peers continues to narrow/closes</p>	<p>money spent.</p>	
	<p>Behaviour intervention</p> <p>Councillor</p>	<p>Attendance, detention and exclusion data indicates improvement</p> <p>Pupils involved this mentoring record better assessment grades and effort scores at key reporting stages</p>	<p>There is still a group between PP and non PP students with regard to Attendance/behaviour and exclusions.</p> <p>Many students have been met and case studies can be found with the councillor used.</p>	£5,000
	Learning Support Interventions	Pupils meet targets from the Educational Health Care Plans Disadvantaged SEND students performed well.	Learning support crossover of PP budget is generally well used showing results in performance and welfare for disadvantaged SEND students	£5,000
	Music Tuition & LAMDA	Pupils making at least expected progress at key reporting periods Individual case studies have been discussed warranting the spend on music lessons and LAMDA	Disadvantaged students can access musical instruments and LAMDA which is rewarded with certification.	£5,000
	Summer School	Pupil reviews indicate that the summer school helped	IT was felt that the summer school did not make enough	£2,500

		transition	impact for students in year 7.	
	Easter Revision School	Pupils achieve at least target grades This was not the case for all.	Collection of data for students attending Easter revision was sparse and it was difficult to see the impact that revision had for disadvantaged students.	£1,000
	Literacy support year 8	Students find work easier to access, Grades across all subjects improve for these students	Waiting for a response from the literacy co-ordinator.	£2,500
	Enrichment activity for the More Able. Year 8 Brilliant club.	Evaluations indicate enjoyment and engagement in weekends. Effort and attainment scores improve or continue to indicate high attainment and effort.	Feedback suggested that although some of the disadvantaged students who took part took something from this experience, the impact was felt to not be enough to warrant a repeat for next year.	£1920
	Resources for pupils e.g. Revision aids, Revision booklets	Pupils able to access tasks. Homework detentions and issues from teachers decrease	This spend is warranted as disadvantaged students do not have financial barriers stopping revision.	£500
	Rewards vouchers	Continued engagement, high effort scores, and attainment	This was not used during the year.	£1000
	School trips and visits	No barriers to trips for pupils eligible for the PP	Assistance for trips has been essential to take away the financial barrier felt by disadvantaged students.	£15,000
	Interventions for	Good effort scores and	Transport spend has allowed	£8000

	individual pupils e.g. Transport	engagement in school and with PP team. Many case studies suggest that some students have been able to access extra-curricular events due to the help with transport given.	many students to access the full curriculum including extra-curricular activities.	
	D of E style activities	Pupils complete and are accredited when possible. CVs updated. Pupils worked to gain Duke of Edinburgh bronze award.	Although this was a success, it was noted that students who “dropped out” of D of E were all Disadvantaged students. This will need to be looked at next year.	£1800
	Head of House involvement. Pastoral teams involvement.	Attendance figures will improve, closing the gap between PP and non PP students. Behaviour around school will be improved. Some HOHs showed extra effort for disadvantaged students, however, more focus and time needs to be applied in the future to allow more progressive intervention.	It is clear that the use of HOH’s is essential for the day to day work with all disadvantaged students. This should be made into a fully directed section of the HOH’s day to day routine.	£28,440
	Pupil Premium pastoral lead.	Attendance and behaviour gaps are closed	Although successful restructuring meant that this role was deleted in February 2016.	£ 16,438

	Visiting Motivational speakers and revision workshop.	Students feel more inspired to learn affecting life choices and ultimately increasing grades in all subjects.	A number of speakers were seen at the Academy over the year. They were rarely used for just PP students though.	£3000
	Revision clubs and Homework clubs run at Lunchtime.	<p>Students are more engaged with school making sure that they are not missing homework that may be missed at home.</p> <p>Although clubs are provided, it is clear that there is not always a focus on disadvantaged students. Spend should reflect the effort.</p>	Clubs were run all year but the cost bias of the clubs did not always bias the disadvantaged students. This will need to be a key focus if used this year.	£5,000