

## Neale Wade Academy Pupil Premium Strategy 2017-2018

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2016. PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces

### Pupil Premium provides funding for pupils in the following categories:

- Those children who have been in receipt of free school meals (FSM) at any point in the past six years (£935 per child)
- Those children who have been looked after for the past six months (1900 per child \*£1800 from Cambs)
- Those children who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£1900 per child)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last four years (Ever 4 Service Child) (£300 per child)

Neale Wade Academy's Pupil Premium Profile 2017-2018	
Total number of pupils in the school:	1334 (incl Post-16) <b>1186</b> (exc Post-16)
Number of PP eligible pupils:	Y7: 49; Y8: 52; Y9: 61; Y10: 78; Y11: 57; Total: <b>297 (25.4%)</b>
Number of LAC:	Y7: 4; Y8: 3; Y9: 2; Y10: 1 ; Y11: 8; Post-16: 0 (18)
Number of services children:	Y7: 9; Y8: 1; Y9: 0; Y10: 3; Yr 11: 4 (8)
Total Pupil Premium Budget:	£324,995

Year Group	Total	PP	%
7	285	49	17.1%
8	223	52	23.3%
9	222	61	27.4%
10	249	78	31.3%
11	207	57	27.5%
Totals	1186	297	25.4%

**Key statements from last Ofsted report relating to the performance of disadvantaged pupils at Neale Wade Academy:**

‘An above-average proportion of disadvantaged pupils attend the school.’

‘Vulnerable pupils are well cared for.’

‘Disadvantaged pupils make similar or sometimes better progress than their peers nationally.’

‘Additional funding received by the school is used well to improve outcomes for pupils. The impact of the pupil premium funding to target disadvantaged pupils is evaluated annually to ensure that only the most effective support strategies are used. These pupils make better progress than in the past due to well-targeted group work. The year 7 catch-up funding has helped to improve pupils’ reading skills.’

‘Vulnerable pupils told the inspectors they feel the school supports their needs well and that there is always someone they can turn to if they need to talk about their problems. Displays around the school provide a constant reminder that some pupils face tougher challenges than others. For example, a display in the school foyer about young carers brings home to pupils that some pupils have much more to cope with at home than others.’

‘The attendance of disadvantaged pupils and of those who have special educational needs has improved year on year. This is due to the increased profile of the importance of regular attendance and how this links to achievement.’

‘Disadvantaged pupils’ progress did not match that of their non-disadvantaged peers nationally in 2016, but the differences in progress continue to diminish. Current information and scrutiny of pupils’ books indicate that in some instances disadvantaged pupils achieve as well as their peers, if not better, or are catching up quickly.’

## Neale Wade Academy Pupil Premium Strategy 2017-2018

'Pupil premium funding has been used effectively to provide small-group support, extra classes in English and mathematics, and a comprehensive support package for pupils who are looked after.'

### **Focus of funding allocated 2017-2018:**

The aim of our PP funding at Neale Wade Academy is to address any inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP students. When identifying strategies and allocating funding to particular projects we consider the impact of previous experience in our school context, as well as applying knowledge gained from external research such as the findings of the Sutton Trust and pedagogical research into SOLO and Bloom's Taxonomies. We are committed to using a range of measures to evaluate the impact of the spend as an ongoing process throughout each academic year. This includes data analysis following PPE periods and individualised monitoring and evaluation processes. These are developed in conjunction with staff who have specific responsibilities for reviewing pupil premium spend.

### **The school allocates funding in the following areas:**

**Curriculum** – focus on literacy and numeracy and intervention to close progress gaps and lower performing subjects like MFL and Humanities

**Specific groups need** – HPA; LPA; SEND; BESD; LAC

**T&L** – develop a culture of consistency and creativity in lessons day-to-day underpinned by a culture of research

**Cultural Capital** – extra-curricular/enrichment opportunities

**Attendance and punctuality** – implement strategies to address any gaps

Barriers to success – greater number of outliers amongst PP students

### **Plan of Strategy 2017-2018**

Focus	Desired outcomes/success criteria	Rationale (based on data)
Cultivate improved relationships with pp students and parents in order to promote better attendance, more engagement and achievement	0 gap in average P8 score between PP and non-PP (with outliers removed).	2016-2017: P8 Gap PP and Non-PP: 0.3 PA: PP 40%; non-PP 12%

	Persistence absence (PA) of PP students reduced by 10%	
<b>Chosen strategies and actions</b>		
<ul style="list-style-type: none"> <li>• Invited Parent Meetings with CEH</li> <li>• Closer liaison with Yr 11 team</li> <li>• Development of personal education plans with support from AP when necessary</li> <li>• Additional resources funded as and when necessary</li> <li>• Monitoring of attendance at intervention sessions</li> <li>• Mentoring by CEH</li> <li>• Review of attendance procedures and adoption of more nurturing process for PP</li> <li>• PP RAP meeting (Jan 2018)</li> <li>• Weekend and holiday revision for non-core subjects</li> </ul>		
<b>How is impact monitored?</b>		<b>Person(s) responsible</b>
<p>PPE analysis  Attendance data  Line management meetings  RAP</p>		<p>CEH; AW</p>
<p><b><u>Evaluation of impact</u></b></p> <p><b><u>Term 1:</u></b>  Gap in P8 current grade between PP and non-PP: - 0.3  Non PP: -0.2  PP: -0.5</p> <p>Persistent Absence (end of Jan 2018):  Non-PP: 13.6% (20 students)</p>		

PP: 30.5% (18 students)

**Outcome:**

		Count	Teacher Target	Target	Current Grade	Predicted Grade	Actual Grade
Avg Progress 8 score per student (2018 est. ±)	All students	190	+1.0	+1.0	0†	+0.1†	-0.2†
	Demographic: Pupil Premium Indicator : No	140	+1.0	+1.0	+0.1†	+0.2†	-0.2†
	Demographic: Pupil Premium Indicator : Yes	50	+1.2	+1.2	-0.3†	0†	-0.5
	Gap	-	-0.2	-0.2	0.4	0.2	0.3
Avg Attainment 8 score per student	All students	197	5.4	5.4	4.3	4.5	4.1
	Demographic: Pupil Premium Indicator : No	143	5.5	5.5	4.6	4.7	4.4
	Demographic: Pupil Premium Indicator : Yes	54	4.9	4.9	3.5	3.8	3.3
	Gap	-	0.6	0.6	1.1	0.9	1.1

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Grade 5 or above in English and Maths	All students	197	87.8%	87.8%	23.4%	33.0%	21.3%
	Demographic: Pupil Premium Indicator : No	143	90.2%	90.2%	29.4%	39.9%	27.3%
	Demographic: Pupil Premium Indicator : Yes	54	81.5%	81.5%	7.4%	14.8%	5.6%
	Gap	-	8.7%	8.7%	22.0%	25.0%	21.7%
Grade 5 or above in English but not in Maths	All students	197	2.0%	2.0%	17.3%	15.2%	16.8%
	Demographic: Pupil Premium Indicator : No	143	2.1%	2.1%	18.9%	14.7%	17.5%
	Demographic: Pupil Premium Indicator : Yes	54	1.9%	1.9%	13.0%	16.7%	14.8%
	Gap	-	0.2%	0.2%	5.9%	-2.0%	2.7%
Grade 5 or above in Maths but not in English	All students	197	6.6%	6.6%	7.6%	10.7%	7.6%
	Demographic: Pupil Premium Indicator : No	143	5.6%	5.6%	7.7%	10.5%	7.7%
	Demographic: Pupil Premium Indicator : Yes	54	9.3%	9.3%	7.4%	11.1%	7.4%
	Gap	-	-3.7%	-3.7%	0.3%	-0.6%	0.3%

Gap in P8 between PP and non-PP: - 0.3

Non PP: -0.2

PP: -0.5

Persistent Absence:

Non-PP: 12.33%

PP: 27.59%

Focus	Desired outcomes/success criteria	Rationale (based on data)
Narrowing the gap in the Progress 8 score between PP and non-PP students in Year 11 in <b>maths</b>	0 gap in average P8 score between PP and non-PP in maths (with outliers removed)	2016-2017 Maths P8 scores: All: -0.4 Non pp: -0.3 PP: -0.6

		Gap: 0.3
<b>Chosen strategies and actions</b>		
<ul style="list-style-type: none"> <li>• Intensive days</li> <li>• After school revision (no cost)</li> <li>• Before school revision programme (breakfast + catering staff)</li> <li>• Weekend revision programme (staffing cost)</li> <li>• Transport to attend extra sessions (mini-bus)</li> <li>• Revision guides</li> <li>• PIXL APP</li> <li>• Maths intervention assistant</li> <li>• One-to-one tuition (LAC hourly predictions)</li> </ul> <p><b><u>Jan 2018 (RAP feedback from MH)</u></b>            LECA days            1-1-exam paper biopsy with iTA            Wave support package resources            Focus on specific students</p>		
<b>How is impact monitored?</b>		<b>Person(s) responsible</b>
PPE analysis Line management meetings Learning Walks RAP		CEH; PB; MH
<b>Evaluation of impact:</b>		
<p><b><u>Term 1:</u></b>            Jan 2018 P8 scores:            All: -1.0            Non-pp: -0.9            PP: -1.1            Gap: 0.2</p>		

PP grade 4+: 25%  
 Non PP grade 4+: 49.3%  
 PP grade 5+: 3.6%  
 Non PP grade 5+: 24%

**Outcome (Aug 2018):**

Avg Progress 8 score per student in Maths Element (2018 est. †) NEW	All students	190	+1.7	+1.7	-0.4	0†	-0.5
	Demographic: Pupil Premium Indicator : No	140	+1.7	+1.7	-0.4	+0.1†	-0.4
	Demographic: Pupil Premium Indicator : Yes	50	+1.9	+1.9	-0.5	-0.1†	-0.6
	Gap	-	-0.2	-0.2	0.1	0.1	0.2
Avg Attainment 8 score per student in Maths Element (per slot) NEW	All students	197	5.9	5.9	3.8	4.2	3.7
	Demographic: Pupil Premium Indicator : No	143	6.1	6.1	4.0	4.4	4.0
	Demographic: Pupil Premium Indicator : Yes	54	5.4	5.4	3.1	3.5	2.9
	Gap	-	0.6	0.6	0.9	1.0	1.0

Focus	Desired outcomes/success criteria	Rationale (based on data)
Narrowing the gap in the Progress 8 score between PP and non-PP students in Year 11 in <b>English</b> .	0 gap in average P8 score between PP and non-PP in English (with outliers removed).	2017 English Progress 8 scores: All: -0.1 Non-PP: -0.1 PP: -0.2 Gap: 0.1



Chosen strategies and actions	
<ul style="list-style-type: none"> <li>• Intensive days</li> <li>• Revision guides for all PP students</li> <li>• One-to-one intervention with individuals</li> <li>• Transport to attend extra sessions</li> <li>• English intervention assistant</li> <li>• Funding of trips to see Literature plays</li> </ul> <p><b><u>Jan 2018:</u></b>                      Revision sessions to begin every day                      LECA days                      Study guides provided                      Past paper homeworks                      Agenda item on faculty meetings                      Small group intervention</p>	
How is impact monitored?	Person(s) responsible
PPE Analysis Line management meetings RAP	CEH; PB; ZP

**Evaluation of impact:**

**Term 1:**

All: -1.0

Non-PP: -0.9

PP: -1.1

Gap: 0.2

PP 4+ 33.3% (current) 60.8% (predicted)

5+ 17.6% (current) 35.3% (predicted)

7+ 3.9% (current) 3.9% (predicted)

**Outcome (Aug 2018):**

Avg Progress 8 score per student in English Element (2018 est. ±) NEW	All students	190	+1.1	+1.1	-0.5	-0.2†	-0.7
	Demographic: Pupil Premium Indicator : No	140	+1.0	+1.0	-0.4	-0.1†	-0.6
	Demographic: Pupil Premium Indicator : Yes	50	+1.3	+1.3	-0.9	-0.4	-1.0
	Gap	-	-0.3	-0.3	0.5	0.3	0.4

Avg Attainment 8 score per student in English Element (per slot) NEW	All students	197	5.8	5.8	4.2	4.5	4.0
	Demographic: Pupil Premium Indicator : No	143	5.9	5.9	4.5	4.8	4.3
	Demographic: Pupil Premium Indicator : Yes	54	5.5	5.5	3.4	3.8	3.3
	Gap	-	0.4	0.4	1.1	0.9	1.1

Focus	Desired outcomes/success criteria	Rationale (based on data)
Narrowing the gap in achievement for Year 11 PP students in <b>Science</b>	Reduce gap in number of students achieving 2+ grade 4 or	2016- 2017 Science: All: 39.7% Non-PP: 45.5%

	above Science between PP and non-PP	PP: 18% Gap: 27.5%
<b>Chosen strategies and actions</b>		
<ul style="list-style-type: none"> <li>• Revision guides for all PP students</li> <li>• One-to-one intervention with individuals</li> <li>• Transport to attend extra sessions</li> <li>• Science intervention assistant?</li> </ul> <p><b><u>Jan18 Update (RAP feedback from SA)</u></b></p> <ul style="list-style-type: none"> <li>• Establish a Progress Group taught by SA and CG</li> <li>• Small group intervention</li> <li>• Identify 7 PP students to focus on 'moving'</li> </ul>		
<b>How is impact monitored?</b>		<b>Person(s) responsible</b>
PPE Analysis Line management meetings RAP		CEH; SA; PB
<p><b><u>Evaluation of impact</u></b></p> <p><b><u>Term 1:</u></b> All: 36.8% Non-PP: 43.8% PP: 19% Gap: 24.9%</p> <p><b><u>Outcomes (Aug 2018): combined science (not triple students)</u></b> Non-PP 40% (113 entries) PP 9% (47 entries)</p>		

Focus	Desired outcomes/success criteria	Rationale (based on data)
Narrowing the gap in achievement between PP and non-PP students in <b>KS3</b>	0% gap between PP and non-PP	Now using GCSE scales and criteria so no comparable data
<b>Chosen strategies and actions:</b>		
<ul style="list-style-type: none"> <li>• Testing of all students for reading accuracy, reading comprehension, spelling and numeracy</li> <li>• Reading, literacy and numeracy programmes for those below the average range</li> <li>• Small group intervention in maths</li> <li>• Regular PPE (based on GCSE examinations) and adoption of GCSE criteria</li> <li>• Purchase of PE kit, uniform if it's a barrier</li> <li>• Funding of trips when necessary</li> <li>• Corrective Reading and 'Everyone Can Read'</li> <li>• ACES</li> <li>• Student Welfare</li> <li>• Early options process for Year 8</li> <li>• Academy Pathway</li> <li>• PA support</li> <li>• Provide equipment to individuals when requested</li> </ul>		
<b>How is impact monitored?</b>		<b>Person(s) responsible</b>
PPE analysis Line management meetings between JR and KS3 progress Leaders KS3 RAP		CEH; JR
<b><u>Evaluation of impact</u></b>		
<b><u>Term 1:</u></b>		



## Yr 7 November 2017 – Numeric Points by Group

Year 7 Numeric points	English					Year 7 Numeric points	Maths					Year 7 Numeric points	Science				
	Target	Baseline	Nov-17	Feb-18	May-18		Target	Baseline	Nov-17	Feb-18	May-18		Target	Baseline	Nov-17	Feb-18	May-18
All	2.04	0.66	2.25	1.97	2.37	All	2.03	0.57	1.29	1.52	1.54	All	2.05	0.95	1.22	1.59	
Disadv.	1.8	0.52	1.96	1.82	2.42	Disadv.	1.73	0.44	1.12	1.37	1.38	Disadv.	1.76	0.93	1.16	1.52	
Non - Disadv.	2.09	0.79	2.31	2	2.37	Non - Disadv.	2.08	0.64	1.33	1.56	1.58	Non - Disadv.	2.11	0.95	1.23	1.61	
GAP	0.29	0.27	0.35	0.18	-0.05	GAP	0.35	0.2	0.21	0.19	0.2	GAP	0.35	0.02	0.07	0.09	
HPA	3.26	0.71	3.36	2.86	2.75	HPA	3.1	1.25	1.92	2.36	2.77	HPA	3.2	1.21	2.01	2.48	
MPA	2.31	0.53	2.34	2.12	2.55	MPA	2.3	1.02	1.45	1.72	1.7	MPA	2.33	0.99	1.23	1.6	
LPA	1.22	0.32	1.74	1.58	2.05	LPA	1.32	0.33	0.86	1.09	0.95	LPA	1.21	0.82	0.92	1.31	
NPA	1.74	0.67	2	1.69	2.03	NPA	1.51	0.6	1.08	1.22	1.22	NPA	1.56	0.84	1.25	1.64	
Male	1.94	0.57	2.1	1.74	2.18	Male	2	0.57	1.26	1.45	1.44	Male	1.98	0.93	1.15	1.51	
Female	2.18	0.75	2.44	2.25	2.62	Female	2.06	0.57	1.34	1.61	1.67	Female	2.15	0.98	1.31	1.7	
SEND R						SEND R						SEND R					



## Yr 8 November 2017 – Numeric Points by Group

Year 8 Numeric points	English					Year 8 Numeric points	Maths					Year 8 Numeric points	Science				
	Target	Baseline	Nov-17	Feb-18	May-18		Target	Baseline	Nov-17	Feb-18	May-18		Target	Baseline	Nov-17	Feb-18	May-18
All	3.04	1.28	2.59	2.37	2.77	All	2.92	1.22	1.54	1.72	1.77	All	2.97	1.79	1.92	2.19	
Disadv.	2.91	1.18	2.39	2.17	2.37	Disadv.	2.74	1.06	1.33	1.51	1.52	Disadv.	2.76	1.63	1.7	1.88	
Non - Disadv.	3.09	1.31	2.65	2.42	2.77	Non - Disadv.	2.98	1.27	1.61	1.79	1.82	Non - Disadv.	3.03	1.83	1.99	2.19	
GAP	0.18	0.13	0.26	0.25	0.4	GAP	0.24	0.21	0.28	0.26	0.25	GAP	0.27	0.2	0.29	0.31	
HPA	4.19	1.86	3.74	3.37	3.57	HPA	4	2	2.53	2.79	2.82	HPA	4.19	2.81	3.41	3.69	
MPA	3.35	1.41	2.7	2.42	2.62	MPA	3.31	1.5	1.78	1.96	1.97	MPA	3.32	2.02	2.05	2.24	
LPA	2.38	0.97	2.15	1.97	2.17	LPA	2.2	0.86	0.97	1.15	1.16	LPA	2.2	1.2	1.3	1.49	
NPA	2.87	1.11	2.5	2.27	2.47	NPA	2.65	1.19	1.63	1.71	1.72	NPA	2.94	1.83	1.93	2.12	
Male	3.94	1.14	2.94	2.77	2.97	Male	2.92	1.12	1.45	1.63	1.64	Male	2.89	1.63	1.84	2.03	
Female	1.14	1.41	2.82	2.57	2.77	Female	2.93	1.32	1.64	1.82	1.83	Female	3.04	1.94	2	2.19	
SEND R	2.33	1	2.19	2.02	2.22	SEND R	1	0.67	1	1.16	1.17	SEND R	1.33	1.33	1.33	1.52	

Year 7: The Gap between disadvantaged students and non-disadvantaged students has increased to over 0.35 of a grade in English, in maths the gap has increased by 0.01 and in science by 0.05. The academy target is 0.15 by the end of year 7.

Year 8: the Gap between disadvantaged students and non-disadvantaged students has increased to 0.26 of numeric points in English, in maths the gap has increased by 0.07 and in science by 0.09. The academy target is 0.15 by the end of year 8.

### Outcome (July 2018)

Year 7 Numeric points	English					Year 7 Numeric points	Maths					Year 7 Numeric points	Science				
	Target	Baseline	Nov-17	Feb-18	May-18		Target	Baseline	Nov-17	Feb-18	May-18		Target	Baseline	Nov-17	Feb-18	May-18
All	2.04	0.66	2.25	1.97	2.37	All	2.03	0.57	1.29	1.52	1.54	All	2.05	0.95	1.22	1.59	
Disadv.	1.8	0.52	1.96	1.82	2.42	Disadv.	1.73	0.44	1.12	1.37	1.38	Disadv.	1.76	0.93	1.16	1.52	
Non - Disadv.	2.09	0.79	2.31	2	2.37	Non - Disadv.	2.08	0.64	1.33	1.56	1.58	Non - Disadv.	2.11	0.95	1.23	1.61	
GAP	0.29	0.27	0.35	0.18	-0.05	GAP	0.35	0.2	0.21	0.19	0.2	GAP	0.35	0.02	0.07	0.09	
HPA	3.26	0.71	3.36	2.86	2.75	HPA	3.1	1.25	1.92	2.36	2.77	HPA	3.2	1.21	2.01	2.48	
MPA	2.31	0.53	2.34	2.12	2.55	MPA	2.3	1.02	1.45	1.72	1.7	MPA	2.33	0.99	1.23	1.6	
LPA	1.22	0.32	1.74	1.58	2.05	LPA	1.32	0.33	0.86	1.09	0.95	LPA	1.21	0.82	0.92	1.31	
NPA	1.74	0.67	2	1.69	2.03	NPA	1.51	0.6	1.08	1.22	1.22	NPA	1.56	0.84	1.25	1.64	
Male	1.94	0.57	2.1	1.74	2.18	Male	2	0.57	1.26	1.45	1.44	Male	1.98	0.93	1.15	1.51	
Female	2.18	0.75	2.44	2.25	2.62	Female	2.06	0.57	1.34	1.61	1.67	Female	2.15	0.98	1.31	1.7	
SEND R						SEND R						SEND R					

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	English						Maths						Science				
	Target	Baseline	Nov-17	Feb-18	May-18		Target	Baseline	Nov-17	Feb-18	May-18		Target	Baseline	Nov-17	Feb-18	May-18
All	3.04	1.28	2.59	2.11	2.56	All	2.92	1.22	1.54	1.96	2.22	All	2.97	1.79	1.92	2.58	
Disadv.	2.91	1.18	2.39	1.93	2.33	Disadv.	2.74	1.06	1.33	1.72	1.9	Disadv.	2.76	1.63	1.7	2.29	
Non - Disadv.	3.09	1.31	2.65	2.16	2.62	Non - Disadv.	2.98	1.27	1.61	2.03	2.32	Non - Disadv.	3.03	1.83	1.99	2.67	
GAP	0.18	0.13	0.26	0.23	0.29	GAP	0.24	0.21	0.28	0.31	0.42	GAP	0.27	0.2	0.29	0.38	
HPA	4.19	1.86	3.74	3.01	3.8	HPA	4	2	2.53	3.33	4.21	HPA	4.19	2.81	3.41	4.1	
MPA	3.35	1.41	2.7	2.32	2.86	MPA	3.31	1.5	1.78	2.29	2.59	MPA	3.32	2.02	2.05	2.8	
LPA	2.38	0.97	2.15	1.58	1.81	LPA	2.2	0.66	0.97	1.18	1.16	LPA	2.2	1.2	1.3	1.85	
NPA	2.87	1.11	2.5	2.12	2.48	NPA	2.65	1.19	1.63	2.16	2.33	NPA	2.94	1.83	1.93	2.57	
Male	2.94	1.14	2.34	1.8	2.19	Male	2.92	1.12	1.45	1.81	2	Male	2.89	1.63	1.84	2.46	
Female	1.14	1.41	2.82	2.41	2.91	Female	2.93	1.32	1.64	2.11	2.44	Female	3.04	1.94	2	2.71	
SEND R	2.33	1	2.19	1.89	2.58	SEND R	1	0.67	1	1	1	SEND R	1.33	1.33	1.33	1.81	

Focus	Desired outcomes/success criteria	Rationale (based on data)
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Narrowing the gap in achievement for PP pupils who are identified with <b>specific needs (SEND) in Year 11.</b>	0.0 average P8 score for SEND PP students (current Year 11: 23 PP SEND students)	2016-2017: average P8 score of PP SEND was -0.5 (18 students) Average P8 score of Non-PP SEND was -0.37 (50 students)
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Chosen strategies and actions

- ALC
- CORE
- Trekking
- Mr Dow's 'Magic' group
- Student Welfare
- Mentoring for individuals by CEH/parental meetings/ bespoke plans

- Exam access arrangements
- TA support
- One to one tuition
- PA support
- Providing equipment (catering ingredients)

How is impact monitored?	Person(s) responsible
Line management meetings RAP PPE analysis; Monitoring of reading levels; Monitoring of behaviour incidents	CEH; CM; KD

<p><b><u>Evaluation of impact</u></b></p> <p><b><u>Term 1:</u></b>                      Current P8 scores:                      PP SEN: -0.95                      Non-PP SEN: -0.88</p> <p><b><u>Outcome (Aug 2018):</u></b>                      P8:                      All SEN -0.69                      PP SEN -0.9                      A8:                      All SEN 2.66                      PP SEN 2.35</p>
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Focus	Desired outcomes/success criteria	Rationale (based on data)
Maximising achievement of <b>looked after children.</b>	<ul style="list-style-type: none"> <li>• P8 scores of 0 for Year 11 LAC</li> <li>• Expected progress from starting points for Yr7-10 LAC</li> </ul>	n/a – data based on 4 students
<b>Chosen strategies and actions</b>		
<ul style="list-style-type: none"> <li>• One to one mentoring by CEH</li> <li>• One to one tuition in maths, English and science</li> <li>• Transport funding to intervention and extra enrichment opportunities</li> <li>• Music lessons</li> <li>• Gym memberships</li> <li>• Access to Student Welfare</li> <li>• Access to CORE</li> <li>• Revision Guides</li> <li>• Laptop provision</li> <li>• Trips linked to the curriculum</li> </ul>		
<b>How is impact monitored?</b>		<b>Person responsible</b>
<ul style="list-style-type: none"> <li>• Termly PEP meetings;</li> <li>• PPE analysis</li> <li>• Line management meetings between CEH and AW</li> <li>• Cambs, Herts, Norfolk and Peterborough Virtual Schools quality assurance processes through epep systems</li> </ul>		CEH
<b><u>Evaluation of impact</u></b>		
<p><b><u>Term 1:</u></b></p> <ul style="list-style-type: none"> <li>• 18 LAC at present (3 educated off-site)</li> <li>• KK case study (P8 current score: +1.3 – 2<sup>nd</sup> in whole year)</li> <li>• BG case study (P8 current P8: –0.2; DofE Bronze achieved; Involvement in counselling of younger students etc.)</li> <li>• 4 x Year 7 LAC – all settled well</li> </ul>		



- New Year 8 LAC – settled well
- 3 gone back to parents

**Outcomes (Aug 2018):**

- 20 LAC

Year 11 Outcomes:

Avg Progress 8 score per student (2018 est. ≠)	All students	190	+1.0	+1.0	0†	+0.1†	-0.2†
	Demographic: Looked after : No	186	+1.0	+1.0	0†	+0.1†	-0.3
	Demographic: Looked after : Yes	4	+0.9†	+0.9†	+0.3†	+0.1†	+0.1†
	Gap	-	0.1	0.1	-0.3	0.1	-0.4

Focus	Desired outcomes/success criteria	Rationale (based on data)
Narrowing the gap in attainment and progress of Year 11 <b>PP HPA at KS4</b>	0 gap for HPA PP/Non-PP	2016-2017: HPA PP P8 average: -0.88 (14 students) HPA non-PP average: -0.12 (78 students)

**Chosen strategies and actions**

- Before school revision
- Weekend revision
- Holiday interventions
- Revision guides
- PIXL APP
- HPA mentoring
- CEH mentoring
- Pastoral support (PAs)
- Providing equipment for certain subjects

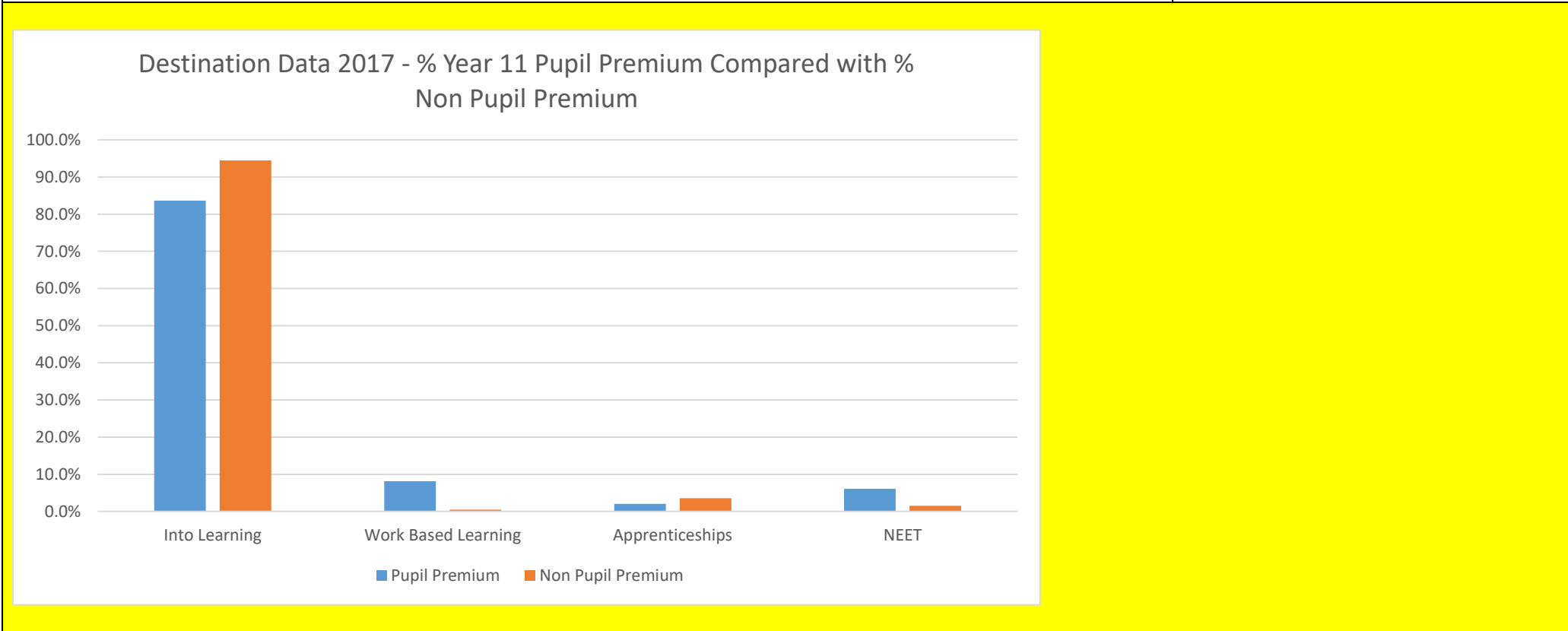
How is impact monitored?	Person responsible
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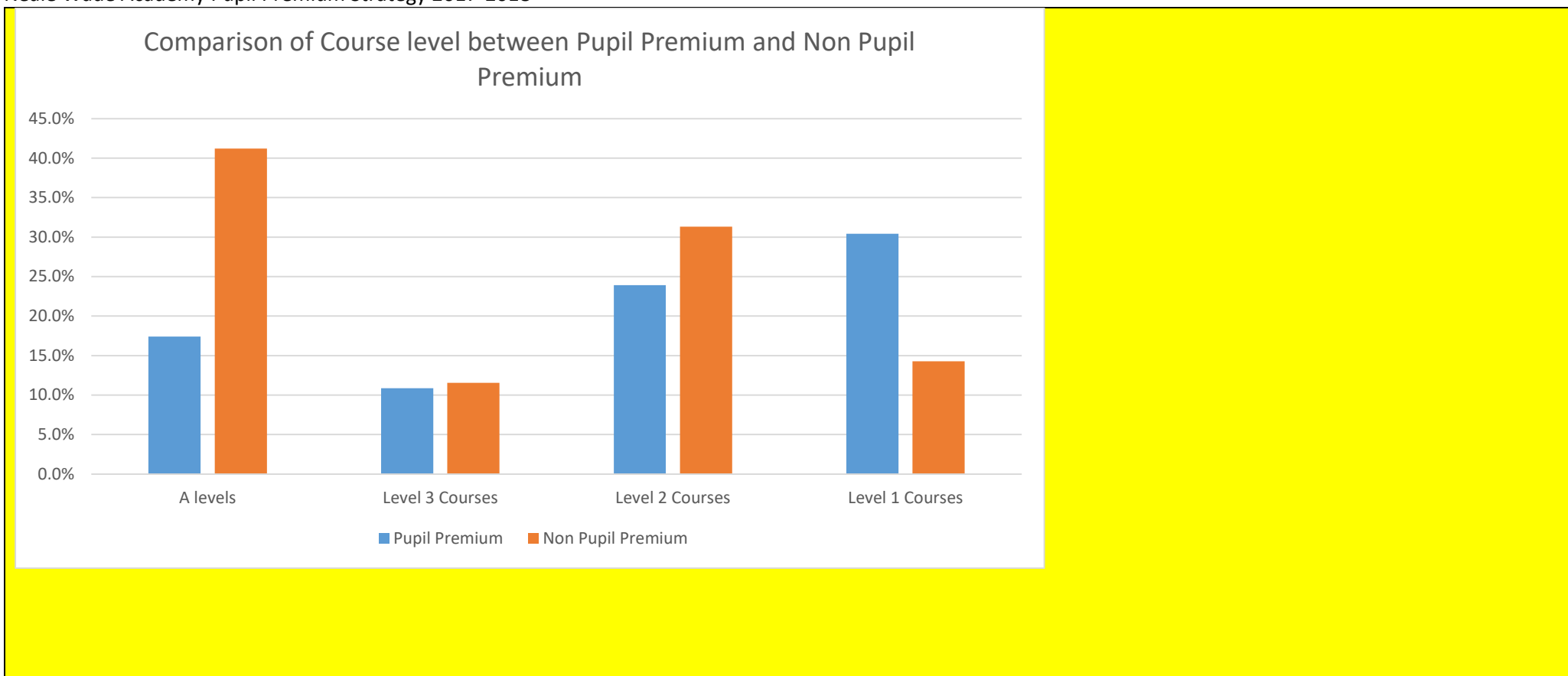
Line management meetings PPE analysis	CEH; EH; TB
<p><b>Evaluation of impact</b></p> <p><b>Term 1:</b> P8 PP: -1.32 (10 students) P8 Non-PP: -0.61 (60 students)</p> <p><b>Outcomes (Aug 2018):</b> P8 PP: -0.77; A8: 4.2 (10 students) P8 Non-PP: -0.1; A8: 5.58 (60 students)</p>	

Focus	Desired outcomes/success criteria	Rationale (based on data)
<b>Raising aspirations</b> and numbers of PP students going on to college and university	<ul style="list-style-type: none"> <li>95% of Year 11 PP leavers go to Sixth Form or College</li> </ul>	<ul style="list-style-type: none"> <li>(All) 2015: 89% (league table data)</li> <li>PP:</li> <li>Non-pp:</li> </ul>
<b>Chosen strategies and actions</b>		
<ul style="list-style-type: none"> <li>University Visits and attendance at individual open days (Lincoln 2<sup>nd</sup> May 2018)</li> <li>One to one mentoring for Year 11 students with CEH</li> <li>'Eyes on the Prize' trip for Yr 8</li> <li>Alumni Project with Year 10 and Future First</li> <li>Alumni Project with Year 9 and Future First</li> <li>University trip to Lincoln with Year 9 and Year 10 students</li> <li>WOW project (World of Work)</li> <li>Careers festivals</li> <li>Employer interviews</li> </ul>		

- Designated careers person – interviews ongoing with individuals
- Providing equipment for certain subjects such as ingredients for catering

How is impact monitored?	Person responsible
UCAS Applications; Post-16 destinations data; Careers interviews NEET Data	CEH; SM; HP; CS





Overview of funding – Anticipated Funding 2017/18 £324,995

Intervention strategy	PP Cost	
<b>Intensive maths days</b>	650.00	Further funding for Spring term
<b>Intensive English days</b>	650.00	Further funding for Spring term
<b>Before school revision</b>	4250.00	
<b>Weekend revision</b>	1645.50	
<b>Holiday revision</b>	1961.50	
<b>Transport (minibus)</b>	7350.50	

Neale Wade Academy Pupil Premium Strategy 2017-2018

<b>Revision guides</b>	202.00		To review
<b>PIXL APPS</b>	250.00		
<b>Maths Intervention Assistant</b>	26555.00		
<b>AP for disadvantaged</b>	41650.00		
<b>One-to-One tuition</b>	6500.00		
<b>Science Intervention Assistant</b>	18450.00		
<b>Corrective Reading</b>	500.00		
<b>Everyone Can Read</b>	500.00		
<b>ACES</b>	42500.00		
<b>Student Welfare</b>	19128.50		
<b>ALC</b>	25962.00		
<b>CORE</b>	24677.50		
<b>Behaviour Strategy inc. Trekking</b>	25080.90		
<b>Transport (taxis)</b>	15.00		To review
<b>Music lessons</b>	354.00		To review
<b>Gym memberships</b>	500.00		
<b>Coaching qualifications</b>	250.00		
<b>Uniform</b>	1200.00		
<b>Equipment, inc catering ingredients</b>	3750.00		
<b>Pastoral</b>	55532.30		
<b>Trips</b>	1150.00		
<b>University visits/Careers</b>	12800.00		
<b>Alumni project</b>	1500.00		