



Pupil premium strategy statement: The Discovery Academy

1. Summary information					
School	The Discovery Academy				
Academic Year	2017/18	Total PP budget	£562,000	Date of most recent PP Review	April 2018
Total number of pupils	1124	Number of pupils eligible for PP	601	Date for next internal review of this strategy	January 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	N/A	N/A
% achieving expected progress in English / Maths (2015/16 only)	N/A	N/A
Progress 8 score average (from 2017/18)	-0.10	0.11
Attainment 8 score average (from 2017/18)	3.9	4.9

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 4. With a particular emphasis on PP High ability boys. A key focus is to deliver 7+, 5+ grades with high achieving PP students.
B.	Literacy skills Year 7, 8 and 9 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in key stage 3 & 4.
C.	Behaviour issues for a small group of Year 8, 9, 10 pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved % of PP students achieving 7+ and 5+ grades across all subjects. An overall reduction in PP Progress 8 to bring in line with Non PP students nationally. This would support the reduction of the PP gender gap.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 4, so that 85% at least expected progress and a progress score of 0. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of Faculty (HOF) and senior team. Additional interventions facilitated by Assistant Principal with PP lead through RAP meetings after each assessment point. Improved PP high ability progress 8 score/reduction in PP gender gap.
B.	High levels of progress in literacy for Year 7, 8 and 9 pupils eligible for PP.	Pupils eligible for PP in Year 7, 8 and 9 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and English written assessments in January, April and June.
C.	Improved BFL of years 8, 9 & 10.	Improved (lower) behaviour averages, Fewer Internal exclusion placements, reduction in Fixed term exclusions.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 13% or below. Overall attendance among pupils eligible for PP improves from 90% to 95% in line with 'other' pupils.

5. Planned expenditure

Academic year

2018/19

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?
B. Improved progress for high attaining pupils (especially high attaining boys)	Faculty Reviews and support from 'outstanding' schools	Sharing good practice and QA from 'outstanding' schools ensure effective delivery and extra challenge to PP High students.	Reports written after each review QA provision offered by each faculty with support given to make improvements if necessary.	Head of Faculty/Assistant Principal Teaching and Learning	April 19
B. Improved Year 7, 8 & 9 literacy progress	CPD on self-regulated writing for relevant teachers.	We want to offer high quality teaching to all these pupils to drive up results. CPD course was selected which offered a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. These things are said to be effective in the Teacher Development Trust research review on professional development.	Course selected using evidence of effectiveness, cover staff organised well in advance. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Literacy Coordinator/Seconded member of SLT	Jan 19
B. Improved Year 7, 8 & 9 literacy progress	CPD on using Accelerated Reader effectively and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Components of language identified as an area of weakness from moderation Schools in the English network have successfully trialled this approach. Accelerated Reader was shown to have a positive impact in an independent evaluation.	HOF to oversee resources and scheme development with KS3 lead for English and SENCO.	Literacy Consultant/Seconded member of SLT	January, April July

B. Improved Year 7, 8 & 9 literacy progress	Staff training on high quality feedback to be delivered by SLE.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Course selected using evidence of effectiveness and discussed with SLE Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.	Literacy Consultant	Jan 19
B. Improved Year 7, 8 & 9 literacy progress	CPD & staff training on language for learning and key terminology.	We want to offer high quality teaching to all these pupils to drive up results. CPD course was selected which offered a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support.	Course selected using evidence of effectiveness, cover staff organised well in advance. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Literacy Consultant/ Seconded member of SLT	April 19
A. Improved progress for high attaining pupils (Especially boys)	Appointment of Lead Practitioner in Maths, English, Science and Humanities	We Want to standardise effective delivery across all lessons. CPD focus is to up skill current staff to ensure challenge in all lessons.	Assistant Principal Teaching and Learning to meet with Lead Practitioner on fortnightly basis to ensure quality of CPD and support given to all staff.	Assistant Principal Teaching and Learning.	June 19
A. Improved progress for high attaining pupils	Data Manager and Go4Schools tracking	To ensure that all PP students (especially PP High attaining boys) are effectively tracked to ensure that the correct interventions are matched to each PP student.	Data manager to work closely with Vice Principal and Assistant principal with PP lead to ensure all data is moderated and accurate.	Assistant Principal with PP Lead	Nov, March, June
Total budgeted cost					£220000

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?
B. Improved Year 7, 8 and 9 literacy progress	121 and small group provision of accelerator reader, Form time reading every day for all students, TA support in lessons for those with weakest literacy skills. Literacy consultant employed to work with Academy, Primary's and the Community.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Teaching Assistant CPD for TAs to support reading in lessons. SENCO to liaise with parents of targeted children.	SENCO/Literacy Consultant	Jun 19
A. Improved progress for high attaining pupils (especially boys)	121 and small group provision in Maths, English and Science via PP Boys Booster days.	Some of the students need targeted support to catch up. A similar intervention was run last year to great success.	Track data in English, Science and maths at 3 key points, November, March and June HOFs/SLT to observe sessions and provide feedback / support.	Assistant Principal with PP Lead	Nov, March, June

<p>A. Improved progress for high attaining pupils (especially boys)</p>	<p>Nightly compulsory Period 6 provision for all PP students. Student given additional support through this in all subjects.</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in all subjects at 3 key points, November, March and June HODs to observe sessions and provide feedback / support.</p>	<p>Assistant Principal with PP Lead</p>	<p>Jan 19</p>
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A. Improved progress for high attaining pupils	Weekly one to one tuition in maths, English, German, French, Geography, History and Science for high-attaining pupils with school based subject specialist. Revision Hub opened to give all PP students place to study until 6pm each night. Revision guides, workbooks and other relevant revision materials given to PP students. Achievement workshops to encourage students to build own brand/future.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils. (The Discovery Scholars) Regular assemblies on 'active revision' and 'Growth Mind set' part of core offer	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, November, March and June HODs to observe sessions and provide feedback / support.	Assistant Principal with PP Lead	Jan 19
A. Improved progress for high attaining pupils	Weekly assertive mentoring program for all PP students that are under achieving.	EEF Toolkit states that assertive mentoring can be an effective method for removing any barriers for a student	Mentors allocated after each year groups RAP meeting following each assessment point. CPD given for staff who are new to assertive mentoring. All form tutors to take role of mentor.	Assistant Principal/Achievement manager.	April 19
Total budgeted cost					£120000
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?

D. Increased attendance rates	Support worker employed to monitor pupils and follow up quickly on trancies. Attendance officer to improve First day response provision. AHOY to have case load of 15 PP students who are currently PA. (Year 7 & 8) Achievement Manger to act as AHOY for Year 11. Bus passes issued for all PP students who are PA and school minibus to pick up students on daily basis. New KS4 Attendance lead appointed to work with a caseload of PA students in years 9 & 10.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with PP Coordinator and AHOY. Letters about attendance to parents / guardians. Support worker to visit all PA at home to discuss attendance with parents / guardian and explore barriers. KS4 Attendance lead will ensure all PA students in KS4 (Where the greatest need is) will be tackled on a daily basis.	Assistant Principal Behaviour and attendance.	Jan 19
D. Increased attendance rates/ C. Problem behaviour in Years 8, 9 & 10 addressed	Rewards for improvements in behaviour/attendance	Rewarding students who have made every effort to improve attendance or behaviour can give these students some instant self-belief.	Clear targets set out for each student at start of intervention –If these targets are achieved then a reward can be given. Merit system, Whole school reward trips and days, etc.	Rewards Coordinator	Jan 19
C. Problem behaviour in Years 8, 9 & 10 addressed	Appointment of highly experienced LSU manager.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use HOY to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. BFL Scores and merit points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.	Assistant Principal Behaviour & Attendance	April 19
C. Problem behaviour in Years 8, 9 & 10 addressed	Identify a targeted behaviour intervention for identified students. Opening of an LSU provision for most vulnerable via behaviour PP students. College placements and proactive	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use HOY to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	HOY/LSU Manager	April 19

	work placements to reengage students		BFL Scores and merit points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.		
Total budgeted cost					£200000

6. Review of expenditure				
Previous Academic Year		2017/2018		
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)	Cost
Improvement in Teaching to challenge and support all students	Appointment of Lead practisoners in Maths, English, Science and Humanities. CPD Sessions on effective questioning and feedback along with implementing Kagen structures.	Outcomes at KS4 improved. Progress 8 score improved to close to 0. PP Students progress 8 better than none PP students. PP students performed general in line with non PP students in school. PP students made better progress than non PP students in Maths & English. Improved attainment 8 from 3.6 to 3.9.	Lead Practisoners have improved challenge in Maths, English, Science and Humanities curriculum as well as supporting CPD in those faculties. Questioning and feedback is now embedded in all subjects across the academy with all students taking a more active role in lessons. Lead practisoners appointed in other curriculum areas. We will continue this strategy.	£220000
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)	Cost
Improved progress for high attaining pupils	Weekly one to one tuition in maths, English, German, French, Geography, History and Science for high-attaining pupils with school based subject specialist. Revision Hub opened to give all PP students place to study until 6pm each night. Revision guides, workbooks and other relevant revision materials given to PP students. Achievement workshops to encourage students to build own brand/future.	85% of all PP student that were assertively mentored made major improvements from AP 1 in year 11 to their final GCSE Grade. Mentor in Year 7-10 having a similar impact. Improved % of students achieving 7+ in Maths and English. Several PP students achieved grade 9's in a variety of subjects.	Mentors allocated after each year groups RAP meeting following each assessment point. CPD given for staff who are new to assertive mentoring. All form tutors to take role of mentor. Tuition groups to be set up for high attaining students. Some subjects e.g. Maths looking at delivering A/S levels to challenge and engaged High achieving PP students. . We will continue this strategy.	£120000
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)	Cost
Increased attendance rates	Support worker employed to monitor pupils and follow up quickly on truancies. Attendance officer to improve First day response provision. AHOY to have case load of 15 PP students who are currently PA. Achievement Manger to act as AHOY for Year 11. Bus passes issued for all PP students who are PA and school minibus to pick up students on daily basis.	PP Attendance improved by 2.5%. AHOY Caseloads all over 70% improvement rates. Reduction in PA figure.	Bus passes always have 100% success rates and will be continued – a new attendance lead for KS4 has been appointed to work with a caseload of PA students (as the AHOY did) We feel the success rates over year 9-11 will bring PP attendance close to national. We will continue with this approach.	£80000
C. Problem behaviour in Years 8, 9 & 10 addressed	Identify a targeted behaviour intervention for identified students. Opening of an LSU provision for most vulnerable via behaviour PP students. College placements and proactive work placements to reengage students	Improved BFL scores across the academy improving from 1.90 to 1.71. Reduction in Fixed term exclusion to below national. Improved engagement in lessons due to improved behaviour of challenging students.	Early and proactive LSU placements work best – Placements need to be keep flexible and the aim is to ‘turn around’ student’s behaviour and return to mainstream lessons as quickly as possible. HOY play active role in identifying right students for this provision. We will continue this strategy.	£120000

