

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Sandwell Academy				
<b>Academic Year</b>	2016 - 17	<b>Total PP budget</b>	255,915	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	1265	<b>Number of pupils eligible for PP</b>	251	<b>Date for next internal review of this strategy</b>	Aug / Sept 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving 5A* - C incl. EM (2015-16 only)</b>	67%	64.7%
<b>% achieving expected progress in English / Maths (2015-16 only)</b>	70.8 / 58.3	75.8% / 73.4%
<b>Progress 8 score average</b>	-0.25	0.12
<b>Attainment 8 score average</b>	47.15	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Disadvantaged boys do not perform as well as non PP boys at Key Stage 4 (2015-6 Basics Level 2 47.8% compared to 79.4%. Progress 8 -0.57 disadvantaged boys, -0.09 non PP boys) due to a combination of low aspirations, behaviour and social/emotional difficulties.
<b>B.</b>	High attaining students who are eligible for PP are making less progress than other high achieving pupils across Key Stage 3. This prevents high achievement through KS4 and access to EBacc route for some. Low aspiration in this group has also been identified.
<b>C.</b>	Behaviour issues for a small group of students in each year group (10, mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance of PP students is below that of non-PP students (2015-16 95% compared to 97.2% and below the school target of 96%+) Persistent Absentee rates were 15.3% for PP and 3.7% for non-PP. This reduces their school hours and causes them to fall behind on average.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	The gap between disadvantaged boys and non PP boys reduces	Gap between PP boys and non PP boys closes to within 10% on Basics Level 2 measure and Progress 8 score is within .2 of non PP boys
<b>B.</b>	Improved rates of progress across KS3 for high attaining students eligible for PP.	Students eligible for PP identified as high attaining from KS2 data make as much progress as 'other' students identified as high attaining, across KS3, so that 70%+ are on track for 4 levels of progress by the end of KS4. Where they are not departments are putting in place wave 1 interventions, monitored by Heads of Department and Senior Leaders.
<b>C.</b>	Behaviour issues addressed and behaviour for learning improved	Fewer behaviour incidents recorded for these students on ePortal (without changing recording practices or standards). Better academic progress.
<b>D.</b>	Increased attendance rates for pupils eligible for PP and to reduce the % of PA in the PP group.	Gap in attendance between PP and non-PP students reduces to 1%. PA rates reduce to within 5% of non-PP group which is an average of the gap of the previous 2 academic years.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016 - 2017</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. The gap between disadvantaged boys and non PP boys reduces	Appointment of Boys' Achievement Coordinator Increase boys' engagement in curriculum and home learning process.	The EEF toolkit identifies that homework can improve learning (potential 5 month gain). High quality homework materials and a whole school approach to the setting and assessing of homework will benefit all.	Selected staff given dedicated online curriculum writing time to ensure that it includes instant feedback software for home learning tasks. Personal Tutors to ensure that parents engaged in process and monitoring via the homework log. Monitored by Zone Deputies. Bespoke Homework Club staffed by Learning Mentors/TA's paid for out of PP for disadvantaged boys.	Deputy Head responsible for Homework Policy/Boys' Achievement Co-Ordinator	March 2017
B. Improved rates of progress across KS3 for high attaining students eligible for PP	Staff training provided to ensure effective differentiation that includes catering for the most able. Staff training on high quality feedback delivered by Deputy Head responsible for assessment. New data tracking/target setting model introduced from September 2016.	Want to offer high quality first teaching to all to drive up results. NFER research identifies that this is a building block for supporting disadvantaged students' achievement. Want to invest some of the PP in longer term change which will help all students. Well-established that high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school.	Staff training to be provided by quality providers and discussed/evaluated with Senior Leader Inclusion. Use of INSET days to deliver training. SLT/Middle Leader learning walks focused on differentiation. Lessons from training embedded into school assessment policy. Data analysed every 3 modules and intervention strategies evaluated and adapted if required.	Deputy Head responsible for Key Stage 3 / Inclusion Manager	May 2017
<b>Total budgeted cost</b>					<b>10,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. The gap between disadvantaged boys and non PP boys reduces	Appointment of Boys' Achievement Coordinator Identify PP boys at risk of underachievement at the end of KS4 Programme of Target Setting, review and mentoring	NFER research identifies that a data driven approach by teachers means that underperformance can be addressed quickly and that strategies support strategies are based on evidence.	Boys' Achievement Coordinator to analyse data on a modular basis (every 4 weeks) and to feedback to SMT and Departmental Heads. Departmental strategies are appropriate and meet the needs of the students to improve outcomes. Weekly update to all staff via staff briefing about progress towards targets.	Deputy Head responsible for KS4 curriculum and standards/Boys Achievement Co-Ordinator	March 2017
B. Improved rates of progress across KS3 for high attaining students eligible for PP.	Bespoke session 3 programmes for literacy and numeracy for high-attaining students with most experienced staff. Looked After Champions, Learning Mentors and Aspire Coaches to monitor progress and raise aspirations. Independent Careers Advisor employed.	We want to provide extra support to maintain high achievement. Small group and one to one interventions with highly qualified and specialised staff are known to be effective. Want to combine this with 'aspiration' interventions and one to one support with employability skills. In the Sandwell area low aspiration identified as a barrier to educational achievement	Extra preparation and marking time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and students before intervention to address any concerns. Track data in English and Maths at 3 key points December, March and June. Looked After Champions to review progress and strategies at PEP meetings. Learning Mentors and Aspire Coaches to review impact after 8 week block of sessions and to feedback to Inclusion Manager/Deputy Head KS3. Director of Careers and Guidance to provide termly feedback to Governors on interventions and their impact.	Deputy Head responsible for Key Stage 3 / Inclusion Manager	March 2017
<b>Total budgeted cost</b>					<b>75,915</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	Support for use of Academy Coach / Attendance Officer to follow up quickly on truancy and unauthorised absence. First day response provision. Home visits. / Pastoral Mangers to support attendance officer where needed	NFER research identifies that addressing attendance is key to raising attainment and Sandwell Academy's attendance strategy is based on this principle. Sandwell Academy is a borough wide school drawing on all 6 towns of Sandwell. It does not serve its immediate neighbourhood. Provides bespoke coach service with supervision. 13 coaches servicing 659 students. 122 of these students are PP.	Thorough briefing of Attendance Officer and Pastoral Managers about existing absence issues. Collaboration between Deputy Head responsible for PP, Attendance Officer and Heads of Year to ensure a co-ordinated approach. Attendance discussed on a monthly basis at Senior Management meetings and strategies agreed. Same day calls about absence and effect on progress – work provided if absence to be extended. Careful management of students on reduced timetables or accessing alternative provision. Letters about attendance to parents/carers and meetings where necessary. Attendance Officer/Pastoral Managers to visit all PA at home to discuss barriers to attendance and to provide support.	Deputy Head with responsibility for Pupil Premium and Attendance	June/July 2017
C. Problem behaviour addressed and improved behaviour for learning.	Identify a targeted behaviour intervention for identified students in each year group. Two additional Pastoral Managers employed. Willetts Centre staffed with Specialist Behaviour Intervention Teacher, TA/Learning Mentor and Specialist Behaviour Mentor. Services of Reach Psychology commissioned.	The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students. High level of pastoral support to ensure both proactive and reactive behaviour management strategies can be swiftly employed. 'Off-site' provision to provide a quality learning experience and to meet to students' therapeutic needs. Counselling psychology service to help meet the mental health needs of students presenting at the top of the Academy's Behaviour Policy.	Ensure identification of students is fair, transparent and properly recorded. Use pastoral managers to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Positive ePortals/Vivos/postcards home to be a focus for all staff through a focus module. Summer term through the Sandwell Stars initiative. Willetts Centre outcomes to be analysed. Reach to provide termly report on its work for SMT so that impact can be measured.	Deputy Head with responsibility for behaviour	June 2017
<b>Total budgeted cost</b>					<b>170,000.00</b>

6. Review of expenditure				
Previous Academic Year				
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
PP students perform as well in English GCSE as non-PP students.	<p>Appointment of additional member of staff in English so that extra group created. PP students taught in smaller target groups alongside similar non-PP students.</p> <p>Bespoke session 3 programmes for literacy led by Lead Teacher for English GCSE.</p> <p>Revision Guides purchased for all PP students.</p> <p>Weekend residential for exam revision and confidence building.</p> <p>Senior Deputy Head moved off other responsibilities to manage Year 11 English in support of Curriculum Deputy.</p> <p>Theatre Trip to see performance of set text.</p> <p>Poetry Workshop bought in for all students.</p> <p>English consultant brought in to undertake departmental review/provide staff training.</p>	<p>In 2014-15 English results took a dip to 69% A*-C overall. The figure for non-PP was 72% and 58% for PP. Aim was to achieve 80% + overall and to reduce gap to 10%. The gap was not closed in 2015-16 but the overall performance of English was strong on the A*-C measure.</p> <p>Overall 81%, non-PP 85% and PP 70% - a 13% and 12% gain respectively and well above average national figures.</p>	<p>Smaller group sizes benefitted both PP and non-PP. Additional teacher to be retained but not funded out of PP for 2016-17.</p> <p>Senior Deputy support withdrawn as strategies now in place. The data for 2015-16 shows that disadvantaged girls did much better than boys and better than all, so addressing the barriers as to why disadvantaged boys did not do as well girls will form the basis for the 2016-17 strategy.</p>	38,500

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Improved Year 7 Literacy progress	<p>Increased focus on transition by using transition mentors in the summer term.</p> <p>Summer school focused on literacy across the curriculum and TA's employed to support in all groups.</p> <p>Literacy baseline testing completed in summer school so ready to inform September teaching.</p> <p>Small group provision for targeted literacy support (receptive language, Speech and Language Programme, Toe to Toe, Alpha to Omega and PAT training.)</p> <p>Staff training provided by Literacy coordinator.</p>	<p>75% of low attaining PP students on a targeted literacy programme increased their reading age by at least 9 months (average gain about 1 year), 1 student made a gain of 2 years and 5 months.</p> <p>On the Alpha to Omega programme 11/14 students (79%) increased their reading ages.</p>	<p>Transition mentoring and revamped summer school programme meant that students well prepared for September start and teachers able to plan for specific literacy needs.</p> <p>Targeted literacy support very effective, particularly for prior low attainers.</p> <p>Focus to continue for next year but not out of PP budget. Focus to switch to progress across KS3 for high attaining students.</p>	23,434
To improve the social and emotional well-being of the most vulnerable pupil premium students (LAC cohort 14)	<p>Aspire Coach to mentor LAC students.</p> <p>Mentor to work with Girl Group (Year 11)</p> <p>Lunch Club (all years) to provide a safe nurturing environment for vulnerable students to enable them to increase participation in social groups with peers and to improve social and emotional well-being.</p> <p>School Nurse to have a wider remit to provide advice, support and assistance to the most emotionally vulnerable students including the students that self-harm.</p>	<p>Improvements in emotional well-being evidenced by SDQ, student voice.</p> <p>Improvement in emotional well-being enabled the students to focus on learning.</p> <p>Evidenced by greater participation in class, reduction in behavioural issues, mentoring questionnaires, student voice.</p> <p>Year 7 students improved emotional resilience, social interactions and wellbeing. Evidence parental questionnaires and student voice.</p> <p>Lunch Club very popular and meeting remit. Evidence student voice and lunch club evidence sheets.</p>	<p>Meeting the social and emotional needs of the students remains high on the Academy agenda and PP will continue to fund Lunch Club, Aspire Coach and mentoring, particularly for the LAC cohort. However, the Academy has secured additional funding from the Mercers' Company for the next 4 years to commission the services of Place2Be Place2Be is the leading children's mental health charity providing in-school support and expert training to improve the emotional wellbeing of pupils, families, teachers &amp; school staff. It is targeted at KS3 students (years 7-9).</p> <p>The Academy has commissioned the services of Reach Psychology to meet the needs of Key Stage 4 students. The Academy recognises that mental health issues can have a detrimental effect on academic success so this strand will be embedded in other PP strategies for 2016-17.</p>	39,773

	<p>Staff training for Attachment Disorder and Social and Emotional well-being.  School Counsellor to work with PP students for 40% of her time.</p>	<p>Nurse providing high level of support to students and parents. Evidence parental and student voice. Students directed to the appropriate agencies when needed and good relationships with external agencies fostered.  Girls Group very successful and helped secure excellent outcomes for participants. PP girls performed better than all Level 2 Basics 84% compared to 80% and were the only sub group to have a positive progress 8 score.</p>		
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Behaviour issues addressed in Key Stage 4	Investment in WBA programmes 'Girls Allowed' & 'Reality Strikes'. Use NACRO and Sandwell Valley Farm & Sandwell Community Caring Trust. Willetts Centre staffed with Specialist Behaviour Intervention Teacher, TA/Learning Mentor and Specialist Behaviour Mentor.	Reductions of number fixed term exclusions and in the PP group in KS4 and no permanent exclusions. Fewer behaviour incidents recorded for identified students on ePortal (without changing recording practices or standards) met. Willetts Centre used successfully for both PP and non-PP behaviour management strategies in KS4 and for a small number of KS3 students.	The use of the Willetts Centre and alternative providers enabled the Academy to reduce the number of fixed term exclusions from the previous year and avoid any permanent exclusions for the second year running. Proactive management of behaviour and use of Willietts Centre successful for managing students at most risk of permanent exclusion. To continue with approach but to modify strategy so that students on alternative programmes make better academic progress. More emphasis on behaviour for learning strategies.	102,500
Increased attendance rates	Support for use of Academy Coach / Attendance Officer to follow up quickly on truancy and unauthorised absence. First day response provision. Home visits. / Pastoral Mangers to support attendance officer where needed	Success criteria met for overall attendance. In 2015-16 PP attendance was 95% compared to 97.2% for non-PP. Whilst this was below the school target of 96%, PP students at the Academy were in line with the national figure and 2.2% above the national figure for PP students. Persistent Absentee rates were 15.3% for PP and 3.7% for non-PP. Gap between PP PA and non-PP PA widened to 11.6% (was 3.5% 2014-15)	Clear impact has been the above average attendance of PP students compared to nationally. To continue with approach but to refine strategies to close gap in PA.	42,000

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Pupil Premium funding was also spent on the following in 2015-6:

- Extra-curricular visits
- Technology to support online learning
- Music School tuition
- Uniform (Year 7 only)
- Specialist Clothing for curriculum subjects
- Support for curriculum visits
- In accordance with Personal Education Plan (PEP) targets for Looked after Children

It is envisaged that this will continue to be the case in 2016-17.

In addition to PP funding the Academy also has a Welfare Support budget that supports low income families (below £16,190) with uniform transport and school trips. In 2015-16 the Academy spent £26,398.20 helping low income families. A similar sum will be available in 2016-17.

